

VOLUME X III

NUMBER 8

The A.T.A. Magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ALLIANCE, INC.
Magistri Neque Servi



APRIL, 1933



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OF THE
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The A. T. A. Magazine



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Official Organ of the Alberta Teachers' Alliance, Inc.

Vol. XIII.

EDMONTON, APRIL, 1933

No. 8

HOBBIES

THE SAFEGUARD OF DEMOCRACY

Wm. Wallace, M.A., F.R.S.E.

(Continued from Previous Issue)

IV.

That brings us back to the hobbyists—*using the term now, in a generalized sense, for all those who devote a reasonable part of their leisure to any lawful kind of self-cultural pursuit.* In this sense, the hobbyist is, in general, the only safe kind of citizen in a crisis or emergency. His self-culture is the logical antidote to the profitless and self-indulgent pursuit of shows and thrills. His mental sanity and his stability of character make him a steadfast supporter of rational, as opposed to violent, methods of adjustment in times of social stress. The pity is that there are "so few of him". Modern Society has strangely neglected to encourage the cult of hobbyism, and allowed the commercial promoters of Vanity Fair to crowd it unduly.

We can, however, be unduly pessimistic about the paucity of hobbyists, even in the restricted sense of the term. Most hobbies, as commonly understood, are pursued individually, and in some degree of retirement. The pursuers of lighter pleasures are generally to be found in the street, in public places, where they are visible in large numbers at a time. There is no trouble in seeing that they are many. But the hobbyists hunt their objectives, for the most part, singly and in corners. It is not easy to see how many they are. They may be like "the seven thousand in Israel which had not bowed the knee to Baal", when Elijah thought that "none but he were left."

Take reading, for example. I don't mean novels and sensational tales, but the serious reading of classical literature—biography, travel, history, social and political science, economics, poetry, philosophy, etc. You seldom catch anyone at it. But just think of the scores of cheap editions—whole libraries—of the World's Classics that are published in every civilized tongue, at prices ranging from 5 to 50 cents. People don't buy such books for show, but to read; and publishers could not afford to put them on the market, at the prices asked, unless they were assured of a very large demand. Hidden away in odd corners all over the civilized world there must be millions of serious students of serious literature.

V.

If there were no obstacles, but every encouragement, to the adoption and pursuit of hobbies, there would yet, I believe, be a preponderance, perhaps a large preponderance, of non-hobbyists. And these would not all be pursuers of fleeting pleasures. Among them we should expect to find many intelligent and hard-working people—as safe citizens in an emergency as any hobbyists. Some of these might be giving all their leisure to their business—making a hobby of that, if you like. Others again might be giving so much of their time and energy to their business that they needed all their leisure for rest and recuperation. Still others might be giving their whole time to public service, in politics or philanthropy, and have no leisure either for rest or recuperation, let alone hobbies.

And there is another, less obvious, section of the non-

hobbyists, who are also safe citizens in an emergency. I mean those quiet and unobtrusive but sympathetic people—mostly women perhaps—whose understanding is of the heart rather than of the mind. It is only in the conventional sense of the term that we dare include such among the non-hobbyists. There are no truer hobbyists in any community, nor more desirable. Their neighbors are their hobby, especially such as are in trouble. They love their neighbors as themselves. Their cult is kindness, and their method service. In their degree they are angels of God in this vale of tears, the salt of the earth, the leaven of Society!

At the opposite end of the scale are what the high-brows call morons, about whom the only thing that need be said here is that they are the least safe members of the community, liable to become at any time the catspaws of the criminal class.

VI.

The non-hobbyists do not belong to any one class exclusively. They are to be found in every class and in every occupation in life. Among those who are possessed of a competent income, they are characterized by a *disinclination to take life seriously*: they are votaries of the cult of "a good time". Their poorer fellow citizens are too much occupied with the struggle to earn a living to be interested in hobbies. The rank of the underworld are recruited from both these sections.

It is here then that the weakness of democracy lies: here its present urgent problem—the task of converting to a saner outlook the great multitude of those who are disinclined to take life seriously, whose absorbing interest is in having a good time, and who habitually leave to others the burden of preserving the integrity of the state.

The industrial stagnation of the last few years has to some extent prepared the minds of most people—especially the immediate sufferers—for drastic reform. But it is not the *real sufferers* who need conversion. As yet these, though many, constitute only a margin of the social body. Those, on the other hand, who are still able to hang on, and who take a narrow, selfish view of the situation, are liable to resist drastic measures as long as they see a chance of the old type of prosperity coming back; and it is those who need conversion to a saner view of their duty to their fellows. Without at least their political assent it will be impossible, under existing conditions, to eliminate unemployment, and make the recurrence of such disasters as the present impossible. And that is really what is chiefly implied in making the world safe for democracy.

The question is, how is such a conversion to be brought about? A change of mind is to be achieved—a change from the profit-mindedness of the present age to the brotherly-mindedness of a better age; and that is really a change of heart. It is thousands of years since Moses delivered to the Children of Israel the command of God that "a man should love his neighbor as himself". Yet men still continue in the self-indulgent pursuit of the frivolous pleasures

of Vanity Fair, leaving the few Good Samaritans to take care of their unfortunate neighbors. If governments do make better provision than ever before, it is probably less from a sense of brotherhood than from policy, dictated by fear.

It may seem rank pessimism to suggest that nothing but more suffering and still more suffering, until we are all brothers in misfortune, will bring about the required change of heart. Yet, without such a change, it seems hopeless to expect the great body of middle-class electors to agree to the self-sacrifice which is probably involved in the elimination of unemployment. But remember that the land of Egypt had to suffer ten plagues before the people of Egypt consented to let the Children of Israel go—and then they wanted to change their mind. If we are wise, we will not wait for a repetition of the experience of Egypt; but will take steps betimes to release the slaves from their bondage, the wage-earners from their insecurity of unemployment. There would be nothing profound about such wisdom; it would rather be just plain horse-sense.

I know there is another way of accounting for such visitations—a more mechanical and materialistic way. But I am assuming that they are the discipline of God on the malpractices of men. Who can prove they are not?

VII.

This is now the second great plague since the war: the first came in 1920. Certain experiences during the war led many of us to expect a great social reconstruction immediately after. But the forces of selfishness prevailed; the spasm of brotherhood passed; and Vanity Fair resumed its sway with unexampled vigor. A climax was reached in 1920; and then disaster on a world-wide scale. Followed recovery and various ups and downs and international entanglements, the aftermath of the war. And here we are again, wallowing in the trough of another great wave of disaster, worse than the former and with no recovery in sight—eating and drinking and making merry when and where we may, and smiling and encouraging each other to be cheerful in the hope that all will yet be well.

If it can be done, the old machine will be patched up and started again on another run of hectic prosperity, every man grabbing all he can out of it for himself. Until it breaks down again—of the same old plaguey trouble. Those who understand the machine know that it is bound to break down periodically, throwing workers out of their jobs and causing untold suffering and misery. It is long overdue for scrapping, or at least for reconstruction, on lines which will ensure the elimination of periodic disaster.

But who is to give the order for reconstruction, and to specify just what is to be done? We live in a democratic age. Our political institutions lay the burden of initiation of new policies on the electors. Most of these have for long been so fully occupied with having a good time that they hardly know what the trouble is about, beyond the fact that it interferes rather badly with their good times. They even mistrust their leaders and their wise men (experts), suspecting them either of being actuated by secret motives as selfish as their own, or of having their heads in the clouds. A hopeless deadlock! Our vaunted democracy has no faith in its doctors, and is incompetent to diagnose its own malady, much less prescribe a remedy for it.

Only one ray of inspiration appears to penetrate the prevailing gloom. Premier Bennett caught it when he said, as he is reported to have done: "Only the grace of God can save us!" That's it! The last resort of suffering humanity when all else fails. But what does it mean? It means that every man jack of us—and that means every woman too—must go down on our bended knees, in utter humiliation of spirit, and pray to Almighty God to show us the way

out of the tangle; and then, with brotherly love in our hearts, apply our whole strength to the task of carrying out whatever He reveals.

But the present generation may be too old and tough, too stiff at neck and knee, to carry out such an unselfish program as that is *bound* to be. The habits engendered by long continued pursuit of a good time cannot easily be cast aside in a day; nor can the well founded judgment, which might have developed out of more profitable pursuits, be quickly acquired. Like Moses, we of this generation may have to forego the pleasure of entering the promised land, and be content with preparing our children for the better day.

That is what I set out to say—a sort of Jeremiad you might call it. It remains to discuss the kind of preparation our children ought to receive "against that day."

(To Be Continued)

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EDUCATIONAL RESEARCH DEPARTMENT

GEOGRAPHY

MAP INTERPRETATION

M. E. Lazerte, Ph.D.

A few weeks ago Mr. Lewis V. Smith, B.A., a member of the 1929-30 class in the School of Education who is now teaching at Waskatenau, sent us a map interpretation test which he had prepared and given to several pupils in grades VII to XI inclusive. The test is interesting and the scores obtained by pupils who took it indicate that certain phases of map interpretation are not being mastered by pupils who are trying to use maps in the classroom. The test is based mainly on points that are not given a specific grade placement in the course of studies, and for this reason knowledge of the degree of mastery attained in successive grades is interesting.

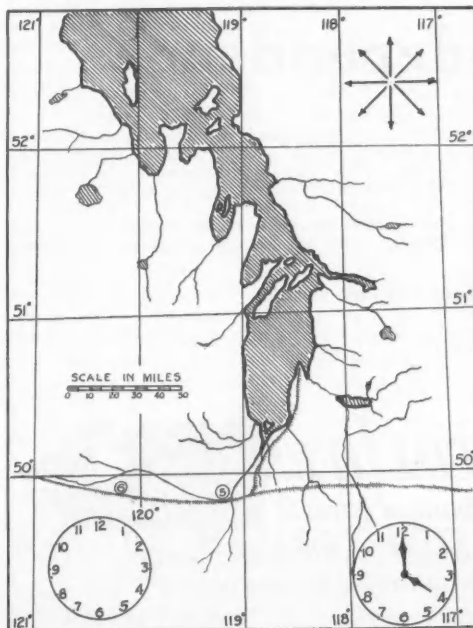
A few questions were added to the test as originally presented; others were slightly modified. The revised test has been given recently to 93 pupils in grades IV to XI inclusive. The grade scores parallel rather closely those obtained by Mr. Smith. If the results to date are representative there is ample evidence that the test directs attention to points that are not being adequately stressed in geography.

The Test

The pupils were given two mimeographed sheets. On one of them was the map that appears below; on the other was the following set of instructions and questions.

Instructions:

1. Use a pencil only in making the map, or in writing answers.
2. Use the back of the map for any calculations.
3. Be sure to do your best in answering every question, but do not guess.



Questions:

1. Look at the compass diagram on the map and place (N) for North, S, E, and W opposite the arrows pointing in those directions.
2. Is the region shown on this map in the Northern or Southern Hemisphere? Ans.
3. Does this region lie in the Tropic Zone, in the Temperate Zone, or in the Frigid Zone? Ans.
4. On the map, mark with the letter (A) the largest lake.
5. Mark the two largest rivers each with the letter (B).
6. Draw an arrow pointing from what you consider to be the highest area, to that area which you think is the lowest.
7. Mark the two largest rivers each with one arrow to represent the direction of flow.
8. Place the letter (L) on the lowest land area as shown on this map.
9. Place the letter (H) on each of the two high or hilly places on map.
10. Look at the largest lake on this map and mark the following using the symbols given:
 - (a) Two islands—use letter (C)
 - (b) Two peninsulas—use letter (P)
 - (c) One isthmus—use letter (M)
 - (d) Two capes—use letter (F)
 - (e) Two bays—use letter (Y)
 - (f) Two straits—use letter (R)
 - (g) One delta—use letter (D)
11. On the map, put the letter (N) on a railway line.
12. a. About how far is it from city (5) to city (6)?
Ans.
b. How long is the longest lake as shown on the map?
Ans.
13. Is the city (5) East or West of the British Isles?
Ans.
14. One degree of latitude is about 69 miles in length. About how many miles is the city (5) from the equator? Ans.
15. Mark the place on the map with the symbol (*) that is of longitude 120 degrees 45 minutes and latitude 51 degrees 45 minutes.
16. On the map are two clocks. The one on the right reads four o'clock solar time. Set the clock on the left to read the correct solar time of that longitude.

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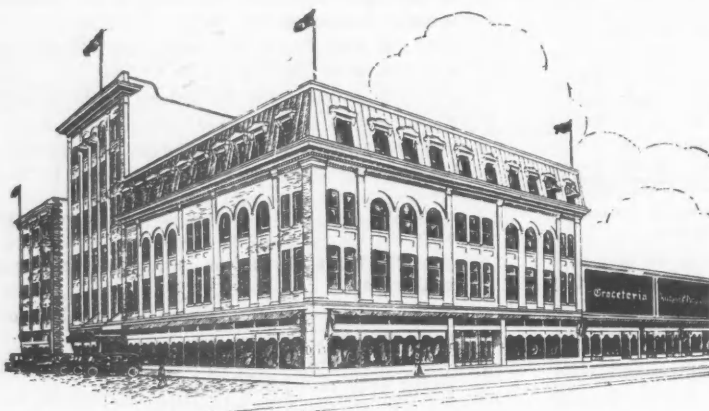
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Test Scores

The following summary gives the success of each grade on separate questions and on the entire test. (percentages)

Grade									
Item	IV (20)	V (15)	VI (12)	VII (9)	VIII (14)	IX (9)	X (6)	XI (9)	
1	35	60	66	66	78	89	100	89	
2	0	7	66	89	64	78	66	89	
3	10	7	50	66	85	66	83	78	
4	0	7	25	33	64	45	83	55	
5	20	73	75	100	85	100	83	100	
6	0	7	0	33	7	22	33	0	
7	0	13	17	66	35	55	83	78	
8	0	0	0	22	7	33	17	0	
9	0	0	0	22	0	44	66	33	
10	0	9.5	7	25	23	21	33	43	
11	60	80	83	78	85	89	66	100	
12	2	13	12	33	50	39	58	50	
13	5	20	25	55	35	66	50	78	
14	0	0	0	11	7	33	50	33	
15	0	0	0	0	0	11	0	22	
16	0	0	0	0	0	11	0	22	
Av.	5.6	15.2	20.8	36.8	35.6	42.8	51.2	51.2	

Comments

Twenty-five per cent. of the pupils in grades IX, X, and XI had scores less than 30% correct.

Grade IV pupils showed ability to interpret a map in only two respects, namely, by recognizing rivers and by knowing the conventional marks for railroads.

Grade V pupils were able to mark directions on the map, and they had vague notions concerning the meaning of latitude and longitude.

Grade VI children showed increased understanding of latitude and longitude.

Grade VII pupils were able to make topographical inferences from the map. Lowlands and highlands, watersheds and slope of land were understood.

In Grade VIII the distance scale was interpreted.

In Grade IX the inferences regarding location as referred to latitude and longitude were rather correctly made, and students showed a little understanding of solar time.

There is a possibility that certain pupils would read the lake as an inlet, bay, etc. This difficulty should be removed however by the wording of question 7.

The increase in ability to interpret the map submitted is rather marked between grades V and VII. It is interesting that this spurt in interpretative power comes at this point. Probably it would come earlier if the topic here studied were given a specific grade placement. In problem solving in Arithmetic a spurt is found at about age 10½ years. In reading habits marked improvement comes in the ninth and tenth years. One wonders if the incessant drill that characterizes our prescribed courses for intermediate grade children is exactly the most profitable type of learning activity we could utilize.

Teachers who try their classes on the questions here submitted should remember that this test when given as reported here was mimeographed from typewritten originals. If any teachers are able to provide this material for their classes, and care to test them, the writer would be glad to receive a summary of the results.

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Though the advocates of so-called economy are in the saddle in the Old Country as well as elsewhere, they have not succeeded in imposing their theory of values on everybody. The sum of 15,000 pounds has recently been spent by the Royal Society for the Protection of Birds (described as the first and greatest body of bird-lovers in the world), to establish a sanctuary for sea birds. Six hundred acres of land at Romney Marsh and Dungeness, ideal for the purpose, has been bought and many birds now on the verge of extinction will be saved by this action. But the people to whom economy means merely a sterile withholding of money from use, must be shocked by the transaction.

An anniversary week celebrating the 800th anniversary of Exeter Cathedral is to be held from Sunday, June 25th, to Sunday, July 2nd. At the evening service on July 2nd, the Archbishop of York is to preach. Who preached in the Cathedral on July 2nd, 1133?

It is said that the ancient custom, among the devout, of making pilgrimages to Rome on foot shows signs of revival. Plans are completed for a large company of priests and laymen to walk to Rome from northern Italy at the opening of the New Holy Year in April. One missionary has already walked all the way from China. Can the revival of the custom of walking instead of riding be attributable to the hard times?

A dispatch from Budapest says that a woodcutter found a golden rod fifteen inches long and weighing half a pound, at the root of a tree near Debrecen. The age is given by experts as nearly two thousand years.

As a memorial to honour the great scientist Roentgen, discoverer of the Roentgen rays, an exhibition is to be held in Munich in 1934. The exhibition is not to be restricted to Roentgen rays but will cover the whole field of that science as it now stands.

London to Singapore in ten days is the hope of British air route services within the near future. The traffic superintendent of one company has recently returned to London after a survey of a possible route through Burma, Siam and Malaya with the report that though there are difficulties they are not insurmountable. Every facility was given him by the authorities of the countries through which he travelled, and meteorological records collected over a period of twenty years were placed at his disposal. It was his opinion that with the present-day knowledge of aeronautics, and modern aids to flying, the service could be operated regularly and safely.

The following is quoted from a recent number of the well-known London journal, "The New Statesman and Nation," sometimes described as the organ of the high-brow democracy of Britain:

"Among the rumours with which Berlin and every town in Prussia are buzzing, one stands out more monstrous than all the rest. A plan, it is said, has been prepared which will begin with a staged attempt on Hitler's life on Saturday night. Then, when the streets have been cleared of their panic-stricken crowds, an army of Nazi assassins will visit the houses that harbour Communists, Socialists, Jews,

pacifists, and other evilly disposed persons and ruthlessly 'bump them off'. A Bartholomew's Eve massacre in Berlin in 1933 sounds utterly fantastic. But we have evidence—and so has every newspaper office in London—of a character and from sources exceedingly difficult to doubt, that this plan is a fact. We can only hope that it will be abandoned now that it has been exposed as it has been in the foreign press. The German press is completely muzzled, but the story has spread in Germany as well as elsewhere and a fake assassination is not easy to carry out when it has been announced beforehand. But that the Nazis mean business, or in plain words a Reign of Terror, is evident."

The international situation in the orient is ominous. Japan in control of Jehol insists that she must hold that province for the protection of Manchuria. The League of Nations has finally pronounced judgment on the war guilt of Japan. It has taken its stand in a manner which admits of no misinterpretation on the side of law and order in the international field. At this critical time the League has justified its existence. It has provided an international institution through which world opinion can be expressed, and machinery through which co-operative action can function on a world scale in the interests of peace. In the meantime Japan's war on China, with the possibility of complications in Siberia, threatens Asia with chaos. And war clouds shadow the Pacific where East threatens West. The present situation puts the strength of the League backed by the peace mind of the peoples to its acid test.

In commenting on the League's pronouncement on February 24th the Geneva correspondent of *The Manchester Guardian* says: "This has been a memorable day in the history of the League of Nations—one might even say in the history of the world, for it must be the first time that a nation guilty of an international crime has been solemnly condemned by the assembled representatives of the other nations. Deplorable as it is that the condemnation should have been necessary, it would have been still more deplorable had the League of Nations failed to pronounce it. As it is, the influence and reputation of the League will be greatly enhanced by today's proceedings. The voting was 42 to 1—Japan itself. The Japanese delegation then walked out of the hall."

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The following are excerpts from a letter to Sir Eric Drummond, Secretary General of the League of Nations from the U.S.A. Secretary of State, written on February 26th: "In the situation which has developed out of the controversy between China and Japan the purpose of the United States has coincided in general with that of the League, the common objectives being the maintenance of peace and the settlement of international disputes by pacific means . . . The findings of fact arrived at by the League and the understanding of the facts derived by the American Government from the reports made to it by its own representatives are in substantial accord . . . The League has recommended principles of settlement. Insofar as is appropriate under the treaties to which it is a party, the American Government expresses its general endorsement of the principles thus recommended. The American Government earnestly hopes the two nations now engaged in controversy may find it possible in the light of the clear expression of world opinion to conform their policies to the need and desire of the family of nations that disputes between nations shall be settled by none but pacific means."

To date there is no sign of such accord on the horizon. At present Japan proceeds to make good her conquest of Jehol and provides for further massing of material for war.

Maxim Litvinoff, Foreign Commissar for Soviet Russia, declines an invitation from Sir Eric Drummond, General Secretary of the League of Nations, to Soviet Russia to sit on the advisory committee on the Sino-Japanese dispute. At the same time his letter condemns all military conquests, and pledges respect for the territorial integrity of all states. He recalls the fact that at the Disarmament Conference Russia proposed general disarmament, and more recently Russia, submitted a definition of an aggressor state to strengthen the Paris Pact. He pledges the co-operation of the Soviet Government in every possible way in the settlement of the far eastern dispute.

In Germany the iron heel stamps out the spirit of liberty. Everywhere force filches freedom from the people. The military spirit is dominant, class conflict imminent. Yet Hitler says Germany will down arms if others follow suit. In the meantime the German Republic lies prostrate and recovery seems hopeless.

When an emergency occurs, action is precipitated and overnight great changes are brought about which, in normal times, have sluggish movement. Such a situation faces President Roosevelt as he assumes office at the head of the state. Successive failures of banks have aggravated the chaotic condition of finance in the United States.

President Roosevelt, in his message to Congress says: "I ask of the Congress the immediate enactment of legislation giving to the executive branch of the Government control over banks for the protection of depositors: authority forthwith to open such banks as have already been found to be in sound condition and other such banks as rapidly as possible; and authority to reorganize and reopen such banks as may be found to require reorganization to put them on a sound basis.

"I ask amendments to the Federal Reserve Act to provide for such additional currency, adequately secured, as it

may become necessary to issue to meet all demands for currency and at the same time to achieve this end without increasing the unsecured indebtedness of the Government of the United States."

Thus with semi-dictatorial powers invested in the President reform in the banking system gets underway. "Sound" banks only shall survive; new money is created; plans to balance the budget adopted; confidence invoked. Hope looks up. All aboard for prosperity—may the ship prove sea-worthy and steer clear of hidden rocks.

John Galsworthy

A voluminous and great English man of letters is gone. A genius in the fine art of the use of English and in the portrayal of English life has passed and his passing is a prodigious loss to the lovers of artistic writing. John Galsworthy created real people and through them he interpreted the spirit of his period. Arresting and powerful are his plays, but it is in his novels that he reaches his highest art and widest appreciation by the reading public.

One writing in appraisement of his personality says: "John Galsworthy in the subtler aspects of personality was the handsomest man I have ever seen. There was a cleanliness about him that was purifying, a dignity that was ennobling. Serenity sat on him as a crown, gentleness wrapped him around as a garment. Exquisite in courtesy and culture, reserved yet gracious, quiet yet friendly, he seemed the distillation of man's highest qualities. Something very precious was within him, something we are losing these days—self-respect, integrity, honour, poise of mind, reverence of spirit, a code of manners—were these his heritage, or his own stern discipline?" That personality has gone except, indeed the essence of it that passed into and lives in his books and in the hearts and minds of those favoured to be his friends. This goes on and continues to be.

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MUSIC IN SECONDARY SCHOOLS

Ella May Walker, L.Mus. (McGill)

Musical training in our secondary schools may be regarded as a new educational agency on this continent, but that it has now gained a place in the curriculum is unquestionable.

Over three centuries ago, when this country had its beginnings (fifty years before the birth of J. S. Bach) our early settlers did not have much of music to bring with them, and farther South, across the St. Lawrence, they fared not even so well, as the Pilgrim Fathers included music in the catalogue of the deadly sins, and so did not import even those musical traditions with which the Anglicans and Catholics were endowed. So music has had a long, slow road to find its way into our civilization as an integral part of education. During this time it was fostered and made to grow by the efforts of music teachers working individually, who were for the most part trained abroad where schools of music were already established. Not until the second half of the nineteenth century were schools of music founded in America, at which time five large conservatories, all of which are still in existence, were established in the Eastern states. About a quarter of a century later (1886), Toronto Conservatory was founded by the late Edward Fisher. Affiliation with Toronto University did not take place until 1919. McGill Conservatory became affiliated with McGill University fifteen years prior to that date. These schools were strictly schools of *applied* music, modelled after the European schools (which at that time, did not have connection with Universities.) For, as recently as *twenty years ago*, music, as far as accrediting was concerned, was not recognized in the leading universities and colleges of our country, although these institutions had glee clubs and various types of instrumental ensembles which functioned, mainly, as social organizations, (the music which they used was not of *standard type* and these activities were looked upon as mere pastime. Music in Colleges was looked upon as a polite and trivial *accomplishment*, or an *extra* and had no *real place* in the educational curriculum.) Music was regarded as a strictly *vocational* study. (One studied music to become a concert performer, a professional music teacher, or, as an amateur seeking to learn for one's own amusement.) Not until the present generation has this new aspect of music arisen, *that of music as a brain and mind developer*.

I was not able to ascertain just when or at what school on our continent the *first instance of accrediting music* occurred, but we have some evidence to indicate that this took place about the year 1912. This movement must have *grown rapidly* as eight years later, in 1920, the United States Bureau of Education made a *federal survey* in which questionnaires were sent to 585 colleges and universities. The replies disclosed that 46.3% of these accepted music as an entrance credit and 55.3% offered courses in music towards a Bachelor's degree. Three years ago, or ten years after the initial survey, *another* exhaustive survey was made when it was discovered that these percentages had both *increased*—from 46.3 to 76% in the case of entrance credits, and from 55.3 to 86.3% in the case of courses towards degrees. The questionnaire also revealed the following facts: (a) That the number of units accredited varied from one-half to seven; (b) that the majority allowed credit for more than two units (the Universities of West Virginia, Minnesota, and Purdue, for instance, allowed four credits for entrance); (c) that the large state supported institutions held a more favorable view of music than did private institutions; (d) that Yale and Harvard offered music courses towards Bachelor and Doctor of Philosophy degrees,

and finally that the institutions which did not recognize music either in entrance credits or in courses offered were so few as to be almost negligible.

This astonishing increase in the accepting of music by colleges (30% in ten years) reflects the respect that music holds with modern educators. Sir Henry Hadow, in an address to the British Association, said:

"Music is not only a source of noble pleasure, it is a form of intellectual and spiritual training with which we cannot afford to dispense. It is just as truly a language as French or Latin. It is just as truly a form of mental discipline as any subject in Science or Mathematics. Granted that music can be studied with more *personal enjoyment* than some of its compeers, (with the exception, perhaps, of literature) still it would be a very *peevish asceticism*, which would, for this reason, depreciate its value in our educational system."

In a report on "The Development of Adult Education through Music", Sir Hugh Allan informs us that the Bach choir at Oxford University (which has granted degrees in music since the late fifteenth century and has had a professor of Music since 1627) gave an admirable performance of Beethoven's Mass in D after a few weeks' practice which some years ago would have required a year's work and would not have been attempted at *all* a generation back. He attributed this improvement to the extent to which music had permeated the secondary schools, (and added that music in England was reverting to the position which it occupied in *Tudor times* when it was considered an essential part of good breeding and education; when a man who *could not take his part in a madrigal* was regarded as *curiously uneducated*.)

One might quote educators whose interests are in other fields since *theirs* is an *impersonal expression* and cannot be considered biased. Dr. Will Grant Chambers, Dean of the School of Education, Pennsylvania State College said during an address; "Whether tested by values which are predominantly intrinsic, or practical, or preparatory, or cultural, music is entitled to a large place in the curriculum of both the college and the preparatory school." The late Charles William Eliot of Harvard contended that music properly taught was the *best mind-trainer on the list*.

Wise parents are becoming cognizant of this and have Mary and Johnny practise their music, not to show off to the company, but to *quicken* perception, to develop *memory*, and to effect co-ordination of brain and muscle, as well as general mental faculties.

Recently a curious census was taken to illustrate the incredible mental alertness required in the performance of music, Josef Hofman was asked to submit the music of one of his recitals with the view of *estimating all the mental operations* which playing the selections involved.

This music was placed in the hands of a competent musician, who, with the aid of an adding machine, audited every note, rest, pause, phrase or other sign of notation and found that it totalled 319,418. As the *exact playing time* was ninety minutes it averages *fifty nine operations per second*.

These incredible mental achievements are reserved for the virtuosi. *However*, all music study both theoretical and applied has a *proportionate* effect in quickening mental machinery, and as such has convinced thoughtful persons that it ranks high with the other academic subjects in education. Realizing these facts in favor of music in the educational system, one is naturally gratified to observe how much this movement has grown in our secondary schools and colleges. Upon making special enquiry in this regard last autumn, I learned that most of the Canadian Universities recognized music in some form, the University of British Columbia being however a notable exception.

In our own Province it has been recognized in the High Schools for thirteen years and just last year the University of Alberta decided to accept music as an option in Entrance requirements.

McGill, Toronto and Queen's accord credit in music as an option. Mount Allison offers one course in History and Appreciation of Music towards a degree;—Manitoba has established its own Examining Board for both theoretical and applied music, representative of the Manitoba Music Teachers' Association, the Department of Education and the University, which has issued a syllabus with prescribed courses given in seven grades. At the beginning of the present year they have adopted the principle of accrediting four units credit, (about one-fifth of the total units for the freshman year) for the fifth grade work prescribed in the "music option" syllabus. The University of Saskatchewan established a chair in Music a few years ago with complete courses leading to the Bachelor of Music degree, while two courses in Music are offered towards B.A., B. Sc., and B. of H. Sc. degrees.

It is notable that when courses are offered in Universities the emphasis generally lies in the theoretical field, the reason for this being that this part of music lends itself to class or group teaching, whereas applied music, beyond a few elementary principles, requires private and individual instruction. The many complexities which arise in teaching instrumental and vocal performance demand minute personal attention, and the involved differences in types of human receptivity do not permit of practical music being taught in class.

Thus music in secondary schools becomes more specialized in character than in elementary schools, and is usually placed on the high school curriculum as an elective, as in the best judgment it should be.

One of the difficulties confronting the secondary schools in bringing practical theoretical music into the curriculum is standardising it sufficiently and establishing a reliable basis for its evaluation. We in Canada for a number of years have been addicted to the so-called "local music examinations". This has simplified grading and evaluating the music for the secondary school curriculum for us, as these local examinations have several grades, each of a definite prescribed standard of difficulty.

We have been rather fortunate in having for so many years the advantage of the local examination system, with its standards and grades all ready for use as a basis for evaluation of music in secondary schools. Furthermore, their influence has undeniably helped to elevate the standard of music throughout the provinces.

On page 6 of the Book of Regulations relating to "Programme of Studies for Secondary Schools", there is a table showing the method of evaluation which the Alberta Department of Education has adopted. The practical and theor-

etical certificates of Toronto Conservatory, McGill Conservatory, and the Associated Board of the Royal Academy are specified and given recognition on this table. Candidates who prefer may use Departmental examinations in theory, in lieu of the various theoretical examinations listed by the three music schools. It is regrettable that up to the present time candidates have not preferred to do so, and it is to be hoped that the causes of this unpopularity will be removed. These causes are that the Alberta departmental theory examinations have been more difficult than those of the corresponding examinations of the three music schools; also that the three music schools have not as yet honored the Alberta departmental theory papers (which correspond to their own theoretical examinations) by granting the practical certificates to our candidates who fulfil those requirements. Should the necessary steps to improve the situation be taken, it would encourage music students to use the departmental theory examinations, and this would help to retain some portion of the large sums of money which go East annually. Approximately \$15,000 in examination fees leaves this Province every year, of which about one-third represents the payment for examinations in theory.

In making some inquiries as to the number of students who had availed themselves of music as an option for matriculation to McGill University, I was informed that only about two percent of the entrants had done so in the past, though the number was steadily increasing. Asked why in their estimation there was such a small proportion who elected music, Mr. Matthews, the registrar, gave as his opinion that unless a high school student was exceptionally talented in music, the requirements would be too severe. Incidentally, the music required as a unit for matriculation at McGill is what is listed for Alberta as Music 1, or Grade 9 and 10 Music.

This should convince everyone that the student choosing music as an option is not procuring an easy course, or getting a special advantage. Allowing credit for applied music in the high school will prove the salvation of the talented student who often was forced to discontinue the study of music because of pressure of the preparation required for other academic studies. The recognition of applied music on the curriculum of the secondary school also eliminates the necessity of segregating the exceptionally musical child at a premature age from the boys and girls of his or her own age in High School, *for the purpose of music study only*. The High School too, is thus not deprived of the special gifts of some of its best students.

Thus the benefit is mutual (as benefits often are, if we probe deeply enough); secondary schools retain the cultural influences of their musically gifted students, while the musically gifted students enjoy the advantage of a broader academic training. Education has acquired an excellent vehicle for training minds, and music need no longer travel an isolated road.

There are those who contend that education should aim at training the mind, irrespective of the practical or "use" value of the subject studied. Extreme instances of this may be observed in music education in European institutions, notably in England and Germany, where a man may go as far as the doctorate in Music and be able to write a formally correct symphony for full orchestra, but yet not have the power to play a simple instrumental composition, nor to sing. This is intelligence about music, rather than musical intelligence itself, which operates through some musical medium. Whether this should be the ultimate goal for music in education raises a question.

Then there are those who maintain that music education is profitless and vain, should it not yield proficiency in performance. This attitude may be particularly remarked in the music teacher who teaches *pianism* rather than musi-

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cianship: who teaches by imitation rather than by underlying principles; in short, who is interested only in the early manufacture of a brilliant executant, regardless of the method involved. The result of this attitude is to produce an ever increasing number of performers who are actually "copyists" rather than musicians capable of portraying *original interpretation*. Surely this state of affairs is just as undesirable in the field of music as it is in the field of Art.

Let us hope that as music grows in our educational system, a happy balance between these two extreme attitudes may eventually be achieved.

Local News

COALDALE

We are pleased to announce the re-organization of a Local at Coaldale under the following officers: President, R. G. Thomas; Secretary-Treasurer, Miss Jennie King; Press Representative, Miss Mary G. Fawcett.

DERWENT

The Derwent Local is now in charge of the following Executive: President, J. Hughes, Derwent; Vice President, P. W. Romaniuk, Derwent; Secretary-Treasurer and Press Representative, J. W. Melnyk, Derwent.

RED DEER

The Red Deer Public School Local has been re-organized for the current year. The Executive members are: President, Miss Eleanor McMurtry; Vice President, Mrs. A. Holt; Secretary-Treasurer; and T. A. Baille as Press Representative in the Local.

CANMORE

The Canmore Local is functioning for the current year under an Executive made up of M. Macleod, Principal, President; Miss E. A. Hill, Vice President; Miss Ada Wright, Secretary-Treasurer; and T. A. Baille as Press Representative.

RAINIER

The Rainier Local has been re-organized with the following executive: President, Miss Helen O'Brien, Rainier; Vice President, Mrs. Carl Anderson, Scandia; Secretary-Treasurer, Miss F. Millen, Rainier.

The group decided to send a telegram to the local M.L.A. protesting against the proposed amendment to *The School Act* in regard to termination of contracts and to minimum wage. The member at once sent word that he would give the request his "best consideration".

The Local also decided to hold a meeting on the first Tuesday of each month. Miss Helen O'Brien acted as hostess for the March meeting. The next gathering will be at the W. Crook home.

VULCAN

The Vulcan Branch of the Alberta Teachers' Alliance met in the Vulcan Public School on Saturday, March 18th, at 2:30 p.m. Eighteen teachers were present. A brief discussion took place concerning legislation now before the provincial legislature, the President of the Local explaining the action taken by the Vulcan staff in response to the appeal received from the Alliance Executive earlier in the week. Delegates were appointed to attend the annual General Meeting in April, those chosen being Miss Swanson and Mr. A. R. Harragin.

At the end of the business session, Mr. X. P. Crispo, Public School Inspector, delivered a very helpful address

on "Problem Solving". Many recent developments in educational trends were placed before the teachers, who appreciated very much Mr. Crispo's evident interest in school matters. Mr. Crispo suggested the formation of a reading club in connection with the Local, and offered to lend books from his own library. The suggestion was considered an excellent one, with the result that something tangible will be put into effect in the near future.

The teachers then adjourned to the President's home, where Mrs. Irvine served tea. Another meeting is scheduled for Saturday, April 8th, when resolutions to be presented at the Annual General Meeting will be discussed.

BELLEVUE

The Bellevue Local has been operating during the current year under the following leadership: J. H. McLean, President; Miss Margaret E. Hallworth, Secretary-Treasurer; M. D. McEachern, Press Representative.

COLEMAN

The first meeting of the New Year took place on the 10th of January at Central School, with the President, Miss Bessie Dunlop, in the chair. The teachers were pleased to welcome Mr. Bremner as their visitor.

To begin with, Mr. Cousins gave his next contribution to his series of "First Aid" talks. This time his subject was "Bandages for Sprains, Breaks, etc.," and he was well assisted by Mr. McDonald and Mr. Spillers, who acted as demonstrators. The information was interesting and entertaining.

The meeting then took the form of a discussion on research in the various public school subjects—topics which had been started in December. Everyone participated with great enthusiasm in the discussions, and Mr. Bremner gave many helpful suggestions. All members voted this one of the most successful meetings of the year.

On February 14, the members met again. This time the program was more varied. Mr. Cousins again began with his "First Aid" lecture, the subject being "Wounds." Community singing followed, in which all joined; current events for the past month, and Miss M. Dunlop submitted two fine book reviews. Mr. Cousins brought the program to a close by another solo; and the members dismissed after having spent a profitable and pleasurable afternoon.

WETASKIWIN

A meeting of the Wetaskiwin Branch of the A.T.A. was held at the home of Mr. and Mrs. T. Fletcher, Thursday evening, February 16th, fifteen members being present. The first business of the meeting was the election of officers, Mr. T. Fletcher being re-elected President, Miss Margaret MacKay Vice-President, and Miss Jean McLean Press Correspondent. Nominations for the Provincial Executive were made. Resolutions to be taken up at the Easter Meeting were discussed. At the close of the business meeting lunch was served by the teachers of the King Edward school.

SMOKY LAKE

Climaxing a number of particularly successful social functions extending over the past two months the Smoky Lake Local turned its attention to business on Saturday, March 11.

An unusually large percentage of teachers attended the meeting much to the gratification of the executive which takes this opportunity to thank them for showing such keen interest in the problems that confront the teaching profession. A delegate to the Easter convention was appointed and a number of resolutions drafted and forwarded to the central executive. The next meeting was set for March

25, to be held in conjunction with a sleighing party, with the teachers of Kotzman school as hosts.

Upon the completion of the business, tea was served by Mrs. J. Radomsky, at whose home the meeting was held.

BEVERLY

The second meeting of the Beverly Local A.T.A. was held in the club rooms on March 1st. The meeting took the form of an entertainment for the Beverly Study Group. Mr. P. B. Lawton, President of the Local A.T.A., introduced the speakers of the afternoon. Mrs. Jacobs of the Study Group gave a very interesting talk on "The Individual System" in the rural schools of England. The subject of a short talk by Miss D. Abbott of the A.T.A. was "The Beverly Library," Miss Abbott being librarian for Beverly. Discussions followed each talk. Tea was served by members of the Local A.T.A.

SCHOOL OF EDUCATION UNIVERSITY OF ALBERTA

We are pleased to again announce the formation of a Local Alliance at the School of Education in the University of Alberta. The Executive is as follows: President, Harry T. Sparley; Vice President, Margaret V. Hord; Secretary-Treasurer, Miss E. Evelyn Atkin. At present there are 14 members in good standing but 100% membership is hoped for as in the past.

COALHURST

The Local A.T.A. at Coalhurst is now meeting under the following Executive: President, M. G. Merkley; Vice President, Miss Catherine Morrissey; Secretary-Treasurer, W. J. White; Press Representative, S. Oliver.

TURNER VALLEY

The following persons constitute the Executive of the Turner Valley Local A.T.A. for the current year: President, J. Shearer; Vice President, Miss M. F. Baillie; Past President, R. W. Gould; Secretary-Treasurer, Mrs. J.C. Lineham; Press Representative, Miss Innes.

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A DISTURBING DREAM?

Dr. E. W. Coffin

(Editor's Note: The reader is referred to an article on Grammar in the February and subsequent issues of this magazine, by Wm. Cameron, M.A.)

If Mr. Cameron's outburst on the issue is not mainly due to indigestion, the altitude, or the depression, nor the vagrant stirrings of childhood memories from which the bitterness has not all been mellowed away with advancing years; that is, if the "grammar" situation is as bad as he pictures it, and, if innocent children are being misled, and having their time wasted in this grotesque fashion; then it is time something was done about it. One can hardly avoid the suspicion that the writer has just awakened from a disturbing dream of his early days in school, or, on awakening, his vision has lighted on an ancient text book that was once the prime cause of his woes. If we could forgive as readily as we can forget, such bitterness would be less prevalent. Surely the present situation, bad as it is, is not one of such hopeless confusion as depicted in this scathing indictment.

In the name of all that is venerable, where does Mr. Cameron get his definitions and his ideas of the alleged function of grammar? Who, in the memory of men now living, has ever claimed that grammar's function is "to retard structural development by confining speech in fetters to impede free movement"? It may be that a few formalists, of classical nurture, have sought to perpetuate in English grammar some of the terminology and the classification accepted as valid for the dear departed, highly inflected languages. I know, indeed, of one enthusiast for the classical tradition who sought to reintroduce "genitives", "accusative", etc., into his new high school text book in English grammar. But when he proceeded west with his revision he had to check this part of his luggage in the "unclaimed" check-room at Winnipeg.

Again, what recent text book defines "noun" as "the name of anything"? But probably Mr. Cameron would immediately bristle up at the suggestion that "a noun is a name-word." For example, in such a possible statement as, "The word 'if' is a conjunction," according to usual sentence analysis, "word" is the subject noun, and "if" is a noun in apposition to "word". Shall we then say that a conjunction is a noun? Surely nobody but an oriental word-juggler would get excited over that kind of problem with its ridiculous confusion of function and form. Or it might be objected that, as "if" is the individual subsumed under the class "word", these two cannot therefore be in apposition, for genus and special are not identical. There is one possible good that such quibbling may serve, and that is, to hasten the entire abolition of grammar text books conceived in abstraction, born without language parentage, but thrust, like a foundling, on the doorstep of a well-meaning language department.

Again, Mr. Cameron goes on to charge grammar with asserting that "a sentence is a thought word." Also, though I am not quite sure whether this is the text book or Mr. Cameron—"There is only one noun in a sentence." Some of Mr. Cameron's smooth flowing but heavy-hitting periods could not, on this criterion, be called sentences. "We remember reading that the noun is an independent part of speech." Where, in all the arcana of symbolism? And what are we to understand by "an independent part of speech"? This is individualism run mad, and if anybody is guilty of preaching such doctrine, he is worse than a kulak and should be handed over to Stalin that he may learn not to blaspheme. "Independent" and "part of speech" are contradictions in terms. A young student told me recently of a teacher who used to put a bare list of words on the blackboard and tell the pupils to classify them. Even this young student saw the absurdity.

"Names of male thoughts are masculine . . . names of female thoughts are feminine". Now the secret is out: this is a Freudian grammar that Mr. Cameron has. I have heard the Freudians jocularly accused of being capable of finding a sex motive in the binomial theorem, but I was not aware they had laid their psycho-analytic touch on grammar. This description of thoughts as "male" and "female" is on a level with Dr. Wilfred Lay's explanation of a child's persistent substitution of 3 for 7 in his addition as due to a sex motive involving the trinity of father, mother, and child. As to "crowd" being neuter, surely even the despotic traditions of grammar would permit one to determine this from the concept. Wordsworth's "Crowd of golden daffodils" might perhaps be accepted as "neuter", except by a botanist, but in "a crowd of schoolboys," surely this is a "male thought."

But this logomachy is playing at skittles under a sky ominous with "technocracy", "inflation" and such other social portents. The case is more serious when Mr. Cameron, having put the enemy down and out by asphyxiating waves of symbols, concepts, and metaphysics, proceeds to establish himself in a fortification whose flag blazons the slogan, "the function of a sentence is to transmit thought and the clarity or haziness of the transference alone determines the correctness or otherwise of communicating factors." This stronghold is erected for the moment to repel the onslaughts of pea-shooters with "who's" and "whom's", but no doubt it is equipped with all the heavy artillery used in previously clearing the open field. The position is proof, then, against such contentions as the following: "Leaving you and I out of the question, who has the most right to the office?" Such a sentence might presumably be quite clear, in its context, and it is equally clear that it is equivalent to "Leaving you and leaving I out of the question, etc." But what writer of repute would sponsor such a usage? And why not, if the meaning is clear? To a great many ears, "You and I," in any relation, always sounds better than "you and me".

Or again, "Of two evils, he chose the least." There is no haziness about this statement, and yet it is doubtful if even Mr. Cameron would express himself thus. I have often referred in class to the instance of the young Hindu, in the West Indies, who, when urged to take proceedings against a negro who had stolen his wife, gave the indifferent reply, "Oh, let her keep her." He was quite clear in his meaning, and his usage might be called a "modern deviation" and thus "outside the scope of grammar to indict as wrong." Surely we can understand that it is not grammar that thus indicts; it is approved usage. Grammar is only the codified statement of that usage, and, as such, is bound to change if usage so approves. But until that approval is declared with such common assent as would be looked for to justify a change in social or moral standards, shall we allow the apostles of "freedom" in the school to persuade us that we are to abandon all standards and no longer seek to develop a language conscience? In the face of the polyglot influences in our country, in the face of the comic strip, the slang anecdote, the radio broadcast, the Ring Lardner and Sam Hellman "Literature", how long would it be before we should have a patois comparable to that of the West Indian creole? And in such a condition of linguistic anarchy, even the delightful dialect story would be so commonplace as to lose its appeal. Reference might be made, here, to the Saturday Evening Post, Feb. 18, 1933, p. 22.

In a recent Civil Service examination, the following sentences were given for correction:—

He is as tall or taller than his brother.

Truth always has and always will prevail.

Johnson is the youngest of the two.

He meant to have written yesterday.

There is no ambiguity about any of the above, and therefore they are correct. But they may all be written differently with equal clearness. What is to be the final result of this sort of thing? Will this be the basis of distinction in style? Is a similar relaxation of standards to be welcomed in spelling and punctuation?

But the obvious reply is that it is not formal grammar that is to save such standards as we wish to maintain. Composition, so called, does that. And everybody knows that the argument for grammar that it is an aid to correct speaking and writing, is pretty shaky. Quite so. And may the time soon come when neither "grammar" nor "composition" will be known as such, in our elementary schools, but "language" will be taught as the expression of developing experience, and not from the cut-and-dried formulation of a text book prepared by some hard-boiled systematizer, whether he be a pinhead or a panjandrum. At the same time no procedure can be developed, linguistic, social, or any other, without the precipitation or crystallization of some general principles, and even the "New Era", "child-centred", schools admit that mere incidental teaching of such generalizations is inadequate to bring them under the mastery of conscious control and thereafter under the domain of habit.

Forgetting for the moment the noun and its degradation, its sex suggestion, and what not, may we indulge in a little analysis of some so-called verb idioms. Good orthodox text books, Ontario vintage, described a certain verb form, for example, as the "present perfect progressive", and find this queer creature in such expressions as "I am tired, for I have been writing for several hours." This not uncommon tense form is called "present" although the action is over, "perfect" though the writing is doubtless full of faults, and "progressive", perhaps implying that the writing has been steadily getting worse. That is to say, to the ordinary English-speaking pupil, such would be the meaning of these terms, if they meant anything at all. It is quite possible, perhaps with the help of a diagram, to show even Grade VII pupils the significance of this tense form, if *relative* time and completeness are kept in mind. Thus, "I have been writing", implies that at the time of speaking (present), the "writing", is over (perfect or finished), after being carried on for several hours continuously (progressive).

But in one's every-day vocabulary, "complete" is not synonymous with "perfect", as anybody knows who has ever handed in his paper in a written examination; nor is "continuous" synonymous with "progressive". That we should persist in using for our formal language studies Latinisms that conceal rather than reveal the idea is no doubt part of the academic tradition; but the sooner we break with it the better. "Present complete continuous" may not sound so well as "present perfect progressive", but both have enough Latinity about them to please the most fastidious.

But some will say, "Why use such terms at all?" If situations force people into such forms of expression, and they thereby make themselves clear, everybody is satisfied; so why worry about labels? A fair question, and applicable, perhaps, to a hundred and one things in the school program. In the whole vocabulary of formal grammar, there is scarcely a term that is ever in demand in ordinary communication. But if, in the development of conceptual

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thinking, the symbol has no function, we shall have to scrap our whole scheme of ideational learning. The child's first definitions are in terms of use or action, as when he says "sharp" is when you cut yourself"; and this will be the limit of our mental adventure if thinking in symbols is precluded. In fact there is no use in "teaching" any usage, linguistic, social, or any other, if we do not lead the pupil to the abstract symbol embodied therein. Nothing more is needed than imitation of current models. How far that sort of education will develop in the learner not mere adjustment, but what means so much more in the ceaselessly changing conditions of life, "adjustability," may be left to the reader's own consideration.

But the practical question is, how far shall we attempt to go in the development of these grammatical symbols? The pragmatic answer is, just so far as language usage gives these symbols a meaning. In other words, if grammar can not be taught inductively, it is a useless abstraction, so far as the elementary school is concerned. And only insofar as it is taught in close association with real language experience, can it function and serve to establish correct usage on a rational basis, or serve to develop a "language conscience". Mr. Cameron does well to call attention to the absurdities perpetuated in the text books, the encumbering heritage from the dead languages. The statute of Mortmain should be repealed.

I trust that Mr. Cameron, who, I judge from the vigor of his invective, is a gay and lusty fighter, will find nothing vindictive in the above reflections. I am sure that, if he will only extricate himself from the tangled underbrush of formal logic and come out into the clear paths and atmosphere of plain English, he will do much to rescue grammar teaching from its bondage to text book tradition.

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VIEWS OF MEMBERS OF LEGISLATURE ON EDUCATION

Contracts

Hector Lang, member for Medicine Hat, in his address on the Speech From the Throne, dealt with Teachers' Contracts. He stated that there had been disputes between Trustees and Teachers on these contracts. Mr. Lang suggested that there should be a mutually drawn up contract agreed to by both Trustees and Teachers. This in his estimation would eliminate disagreements and legal cases.

Mr. Lang proceeded to comment on the setting up of the committee consisting of representatives of the Trustees' Association and the Teachers' Alliance in 1932 for the purpose of making recommendations with respect to legislation governing security of tenure for teachers. He said that as a result of the work of this committee amendments mutually agreed upon were made to *The School Act* to be brought into force by proclamation. The amendments were to be discussed by the Trustees' Association at the Annual Convention in 1933. Whatever action was taken at this convention would practically decide the fate of the amendments.

Inter-Provincial Curriculum

A motion introduced by Mr. Lang, member for Medicine Hat is as follows:

"WHEREAS, under prevailing circumstances there is a serious loss of time experienced by pupils transferring from the Educational System of one Province to that of another Province; and

WHEREAS there is, due to increased facilities in transportation and due to increased tendency of employers to transfer employees, an increased tendency on the part of the public to move more frequently

THEREFORE BE IT RESOLVED, that this Assembly requests the Department of Education to initiate negotiations with the Departments of Education of the other Western Provinces for the purpose of adopting uniform curricula standards and requirements."

A very interesting debate took place on the above motion. The members on all sides of the House took part in the discussion and opinion was evenly divided as the result showed twenty-four against the motion, and twenty-two for.

Mr. Lang, in his opening remarks said that people of Canada were becoming more nationally minded and therefore needed a more national outlook on education. Today, there were different curricula in different Provinces. Great hardships were worked on people moving from one Province to another. It meant a new course of study and a new set of text books and much valuable time was lost in becoming adjusted to a new curriculum. Conditions as they exist today call for immediate action. Mr. Lang strongly advocated the same curriculum and same standards, and uniformity of text books, for the four Western Provinces.

Mr. Baker, in his reply disagreed with Mr. Lang, and claimed he was overestimating the disadvantages of transferring from one Province to another. The standards and requirements are practically identical. The standard of attainments is the same. In the secondary grades full credit is given to pupils coming to Alberta from other schools. With respect to text books; a move was made some years ago for uniformity, but with little success. Public School Readers were made uniform, which was a step in the right direction.

Mr. Wm. Howson, Leader of the Liberal Party spoke in support of the motion, stating as his reasons that there should be co-ordination of Educational work. There should be the same systems of education for the same types of people.

Mr. Falconer, Athabasca, said that the age of standardization had been reached, and as far as humanly possible our aim should be in that direction with respect to education. Governments had spent large sums of money in standardizing agricultural commodities, therefore, why not spend a little money in trying to standardize education?

Mr. Ronning, Camrose, took the opposite view. He stated that his great objection to the motion was that we have already gone too far in standardization, which tends to debar rather than promote progress along the lines of education of any one province.

Mr. Miskew agreed with the motion to investigate the matter under discussion. No harm would be done, and something could be accomplished which would be of assistance to the Department of Education. He advocated standardized text books and cheaper text books. If text books were standardized for the four western Provinces, it would mean a great saving to parents.

The Premier, in his contribution outlined the difficulties involved in the motion, as well as the expense to such an investigation. He was sceptical as to obtaining any unanimous agreement on courses of study. Difficulties were experienced by our own Province in outlining a proper curriculum, and in the Premier's opinion, much more difficulty would arise in setting up a Course of Studies for the four Western Provinces. He could see the advantage of having uniformity of text books which would mean a financial saving. In view of these facts Mr. Brownlee said he questioned very much the desirability of requesting the Government to institute this inquiry, as it would involve great expense in the long run.

Mr. Duggan, Leader of the Conservative Party, hoped the resolution would receive the endorsement of the Legislature, as it was not mandatory. All the motion asked for was to get information which in the main, could be obtained by correspondence and which would be of great value in the Department, and to the Minister.

Mr. White, Leader of the Labor Party, said that education was an important factor in our life. There is a great need for more co-operation between the Provinces along educational lines. He could not agree that the passing of this resolution would cause any ill effects. On the other hand much good could be done by calling Conferences between educational authorities of the four Western Provinces and for these reasons, he would support the resolution.

The Budget Debate

A. G. Andrews, Sedgewick, in the course of his address, said that next in importance to Health Administration, is that of Education. The coming year will undoubtedly be a difficult one, with respect to the financing of schools and keeping them in operation. Everything possible should and will be done to keep schools open. It is regrettable that the Government has, through lack of revenue, been forced to pay School Grants on a nine, instead of a ten months' basis, for the coming year. Wherever it is found impossible to keep a rural school running The Department

Correspondence Course, which has done good work for a number of years, should be open to the children.

The elimination of the minimum wage for teachers is a very live question. It is a deplorable fact that there are many teachers who are conscientiously working today, without being able to draw any salary except that which was received from School Grants.

Mr. Andrews paid great tribute to these teachers who were making great sacrifices to keep schools open, so that the education of our boys and girls should not suffer. He said he was very loth indeed to state that owing to the circumstances existing in his own Constituency, he felt compelled to state that the present minimum wage of \$840 per annum, should for one year, at least, be reduced, but not entirely eliminated. The majority of school districts throughout the Province would, and have always played fairly with the teachers, and have endeavoured to employ the best qualified teachers. However, if the minimum wage were entirely eliminated, there were districts which would exploit the teachers, and would, no matter what the financial condition of the district, exploit the teachers, and employ the cheapest service, which would prove very detrimental to both the teaching profession and to education.

P. Miskew, Victoria, spoke at some length on the University. He said that the Universities of Western Canada have performed, and are performing, an invaluable service in providing a means of education for the professions and the public services to young men and women, who are intellectually qualified to go forward to such fields of life-work, and who would otherwise, through financial inability, not be in a position to take advantage of such opportunities. The Universities safeguard the standards in all phases of professional life in Western Canada. They perform their most important function in emphasizing the permanent values in life.

Mr. Miskew dealt with each faculty and its work. With respect to the faculty of Agriculture, he said that the widest service was given to the farmers of Western Canada, in fundamental research, in expert guidance, in extension service, and in short course work.

Commenting on the students' fees, Mr. Miskew said that these can, and should, bear only part of the cost of Western Universities. Without a widespread system of Scholarships, maintenance based on fees alone would exclude all but the well-to-do students. Moreover, the Universities perform many essential functions in connection with the individual student.

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BOOK REVIEW

Universities: American, English, German

By Dr. Abraham Flexner

This book is acknowledged both by its opponents and its proponents to be the best book on University Education written in recent years. Very few, indeed have had such ample opportunities as has Dr. Flexner to study all three types of university. His own education was obtained in American and German universities. In 1928 he gave three lectures at Oxford on Universities on the invitation of the Rhodes Trust which required residence at Oxford for six months and about the same time, he spent some time visiting the German universities. Further, as secretary of the General Education Board for many years he has been in the closest touch with American universities over a prolonged period of time.

The main points in his book are summarized in the paragraphs that follow.

The functions of a university are: "the conservation of knowledge and ideas, the interpretation of knowledge and ideas, the search for truth and the training of students to carry on" or briefly, teaching and research but with the further proviso that such teaching and research must be really scientific and on a university level.

The function of a university is not to deal directly in practical affairs, though much that is taught or discovered may be immensely useful in the outside world. It should be engaged in the pursuit of science and scholarship but not secondary, technical, vocational or popular education.

The main divisions of the university should be the faculty of Arts and Sciences and the graduate school. "Of the professional faculties, a clear case can be made out for law and medicine, not for denominational religion, hardly perhaps for education, certainly not at all for business, journalism, domestic science or library science"; neither would he accept engineering. Most of these studies should be pursued in vocational or trade schools while in business and journalism, schools or universities can do nothing for undergraduates that is worth their time and money. "They must be learned on the job."

"An earnest student at the American universities finds ample opportunity to study science, mathematics, languages, literature, history, philosophy, etc., indeed almost every imaginable subject of sound intellectual value under competent and, at times, highly distinguished teachers" but courses in "advertising layouts, advertising research, practical poultry raising, feature writing, wrestling, judo and self-defence, etc.," may be counted for the B.A. degree, and in "family meals, principles of home laundering, clog dancing," etc., for the B.Sc., at Columbia.

The graduate school is by far the most meritorious part of the American university. The great science laboratories of

Harvard, Yale, Columbia, Chicago, Pasadena, Michigan, California, Wisconsin and other State universities are not surpassed in respect to adequacy by the laboratories of any other country while the best works in the social sciences cannot be quite matched in any other country. This includes the work of the psychologists, economists, and political theorists.

"Education may make some claims to constituting a profession with cultural roots and high ideals in the university sense of the term. In this American development, Teachers' College at Columbia University led the way; others—at Chicago, at Harvard and at the State universities have followed."

However, the American degree of B.A. or Ph.D., may mean something or nothing. (See courses at Columbia listed several paragraphs above). Chicago gave the Ph.D. degree for these on "Photographic Studies of Boiled Icing. Trends in Hosiery and Advertising, Buying Women's Garments by Mail, Style Cycles in Women's Undergarments and A Time and Motion Comparison on Four Methods of Dishwashing" while "Cornell has a four year course with a B.Sc., degree for the profession (not vocation) of hotel management".

Many American universities have very extensive courses in extension work of a popular nature, often on a high school level and frequently of a nature which is worthless to anybody, at any time. The first year and, in many universities, the first two years of undergraduate work is only on the level of secondary education, while the first year of the present graduate school should, in most cases, be taught in the undergraduate course.

Students are attached to one university and do not attend several as in Germany while the faculties of most universities have too many of their own graduates in the ranks of their instructors.

The English universities, particularly Oxford and Cambridge, give good solid courses on a university level. They do not give secondary, vocational, trade or popular education in the main. The aim particularly of these two is partly to turn out a type of individual suited to the political and diplomatic service or the learned professions as well as general learning and scholarships. Education, in them, has been and is still to a less extent, however, subordinated to religion, manners and politics.

"Most of the high schools in the United States are high schools in name only; to some extent the same situation exists in England," while "about 25 per cent of the teachers in the elementary schools are still without certificates" in England.

The universities do give vocational, trade and popular education, but not to anything like the extent to which the American universities do. Leeds gives diplomas, not degrees, for brewing, dyeing, and color chemistry. London has courses in librarianship, and journalism and other colleges

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give courses in civic design, automobile engineering, pharmacy, housewifery, laundry and cooking, needlework and household electricity. Oxford has published a book on the technical details of the work in a butcher's shop. Schools of Forestry and Agriculture have been established by the government at Oxford, Cambridge, and Rothamsted, and Oxford has institutes of research in animal nutrition, animal pathology, horticulture, plant breeding and small animal breeding.

"I confess myself unable to understand in what sense the university of London is a university at all. While avoiding the excesses and absurdities of Columbia and Chicago, it possesses less organic unity than its nearest American relatives."

London university has 12 medical schools, 11 of which are obsolete, one approaches the university level. The medical schools are too much like trade schools rather than scientific institutions. The instruction is practical, not scientific. "In medicine, more than any other branch, the English fare badly when compared with German faculties or the best American faculties." "The English universities, in medicine, are less and less likely to train successors in adequate numbers."

"In America, in Arts and Sciences, too little depends on the mastery of subject matter, in England too much." The English universities are too much interested in examinations as testing knowledge rather than as a means of discovering talent. High ranking in examinations is given an undue importance.

Graduate and research work are poorly organized and there are few graduate students. "Oxford and Cambridge are in position to make a unique contribution to government and politics if only they will utilize the experience and deal with the problems of their own graduates"—but they deal mainly with past history, economics, etc.; "progressive efforts are likely to encounter an impalpable resistant tradition as difficult to penetrate as a London fog."

German universities come more nearly to the best type of school for higher learning than do the English or American. They teach work on a university level of an up-to-date type in the main, though the Marxian doctrines which largely dominate Germany today are given scant space in university text-books.

Research work and graduate study are carried on extensively and are well organized while trade, vocational and popular education have very little place in the university. There are no schools of education, journalism and business but some universities have established chairs of education and journalism. Students and professors move about from university to university and, taken all in all, German universities have few defects.

Taken all in all one must agree very largely with Dr. Flexner. It is difficult to understand, however, why he admits the faculties of law and medicine as worthy of a place in a university but not education and engineering. The tremendous amount of scientific data that has been accumulated in these two lines, surely make them worthy faculties for any university. Obviously a chair in Education, placing it in the Faculty of Arts and Sciences makes it an academic subject and shows a total lack of any understanding of education as an applied science; as well place medicine in the department of Biology.

Another point one must criticize is his statement that "Universities train intelligence, capable of being applied in any field whatsoever" also "Education means to be able to do what you've never done before."

The schools of education, which Dr. Flexner will not admit as being anything but vocational schools and so not worthy to be admitted to the university, have very effectually and conclusively disposed of this rather moth-eaten theory

which is however held very commonly by many teachers in public and high schools and even in universities. However, no well-trained psychologist or educationists, at the present time, holds such a discredited theory.

The honors graduate is a trained technician in his own line; classics, mathematics, geology or what not. He is not even necessarily an educated man though he may be but he is a learned man along his own line. His mind has not benefitted greatly by this training so far as meeting problems along other lines is concerned. However, such a course selects the most capable men and so they do better than ordinary men on this account. They do excellent work in such a course because they are and were capable; they are not capable because they took the course.

Further, Flexner says business, library science, journalism, etc., can be learned only on the job and schools cannot help. This is open to very serious question. Schools can help in a great many lines even in the trades, but in which ones and to what extent, no one has as yet nearly sufficient knowledge to make any such definite statement.

In conclusion it is interesting to note that Dr. Flexner, largely as a result of this book, has been given funds to start the "Institute for Advanced Study" which will be a university devoted to research and study on an advanced level. Einstein has accepted the headship of the mathematics department and it is intended to have faculty, students and courses as near as possible to the high level thus set even if students and professors are few in numbers.

—C. B. Willis.

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Editorial

\$840 MINIMUM REMAINS INTACT

Much energy was directed during recent weeks by the Executive with the splendid support of the Locals, to avoid certain proposed amendments to *The School Act* being enacted by the Legislature. It is gratifying indeed to announce as we go to press that the efforts were attended with success.

The Executive expresses its heartfelt thanks and voices its pride at the wholehearted backing of the membership, particularly for the hundred per cent. co-operation of Locals in endorsing the protests against the extremely discriminatory legislation as introduced in the recent Bill amending *The School Act* covering termination of agreements between teachers and school boards, and the statutory minimum salary. It is noteworthy also that, up to the time of writing, not a single instance has been brought to our notice of the press throughout the province being otherwise than unreservedly in support of the teachers' case in these respects, and the teachers owe a debt of gratitude to them.

Immediately upon the Bill being distributed, all available members of the Executive met in Edmonton. They decided to request a meeting with the Government at the earliest possible opportunity; they also notified all Locals of the significance of the proposed new amendments to Section 157 of *The School Act* regarding "approval of an inspector," to termination of contract by a school board, and of the proposal to reduce the Minimum Salary from \$840 to \$600. The telegram to Locals was despatched on the afternoon of

Sunday, March 12; by Tuesday morning over 60 replies had been received—copies of wires despatched to the local member of the Legislature protesting against the proposed objectionable changes in the Act and appealing to the member to oppose them on the Floor of the House. Mass meetings of teachers were held spontaneously all over the province and their protests duly registered. The cities rose to the occasion nobly in support of their isolated confreres in the rural districts and the letter copied below shews their action was not lacking in appreciation:

Veteran, Alta., April 3rd, 1933

Dear Mr. Barnett:

On behalf of the Veteran Local I wish to extend to you and the other Members of the Executive our sincere thanks and appreciation for the telegram and also for the prompt and courageous method of attack on the Government's proposed amendments.

We feel that even if we were ten thousand strong, our organization would avail but little without an active and conscientious Central Executive.

Would you also kindly extend our thanks to the Edmonton teachers for their *en masse* attendance and support at the Mass Meeting. The Rural and Urban teachers owe them a debt of gratitude.

Several teachers who attended our Local Meeting on Saturday, April 1, had not seen a newspaper. Needless to say they realized the benefit of having a Local here.

We commend the idea of sending telegrams, as it arouses more interest and gives greater impetus for a Membership Drive. The teachers realize that being a Member is the only way they can assist.

Again we thank you for your efforts.

Secretary, Veteran Local.

The Executive accompanied by our Mr. Van Allen K.C., Solicitor for the A.T.A. met the Premier and Minister of Education on Saturday, March 18. They were kindly received and the discussion was frank and full, the meeting lasting several hours. The interview resulted in arriving at a suggested basis of adjustment, and, until *The School Bill* was enacted, touch was maintained by letter and interview between the Government and the Alliance, the latter through its Solicitor and General Secretary-Treasurer.

Here is the general background of the discussions:

(1) *The Premier undertook to take charge of a conference of trustees and teachers on the question of appointment, dismissal and appeal against dismissal of teachers and endeavor to arrive at a mutual agreement, and in the event of its being necessary, in person to carry the question before the Trustees' convention.*

(2) *The Alliance undertook to have withdrawn the suit entered against an Inspector whom, it was alleged, had approved the termination of a teacher's agreement without enabling the teacher to be present at any enquiry or even to be informed of the parties making accusations against her or of enabling her either to read or hear the actual complaints.*

(3) *The Government would withdraw the section in the Bill providing for the Inspector's approval in termination cases (Section 157 of *The School Act*) to be final and not appealable to any authority—not even the courts. Also, the Minister would issue instruction to Inspectors with respect to procedure to be followed, precedent to "approving termination" of agreement: that the Inspectors be instructed to make reasonable inquiry into the grounds of application for*

approval to terminate and that both parties should be given a reasonable opportunity either personally or by agent, to state to the Inspector such answer or defence as they may see fit.

(4) The A.T.A. suggested that the Minimum Salary should not be touched but remain as at present providing for \$840 per annum. The Minister held that "in view of the increasing number of school districts finding it impossible to carry on schools, the Government did not feel its Inspectors should continue to bear the responsibility placed upon them during the past year." The Government at that time had come to no final decision as to whether the Statutory Minimum requirement should be suspended altogether for a year or the figure lessened considerably, say to \$600. We urged that under no consideration should the Minimum requirement be abolished or suspended, in view of the fact that the oversupply of teachers placed them in a position of helplessness and that many school boards would take undue advantage of the law of supply and demand. We suggested several alternatives to the proposals if the Government could not decide to leave the Statute as at present.

The last alternative of the A.T.A. was finally approved by the Government and adopted by the Legislature:—

This was the displacement until July 1st, 1934 of the proviso to Section 161, subsection (2) of *The School Act* by

"Provided that upon request of a Board the Minister may authorize engagement at a smaller salary".

The effect of this amendment is that the Minister may now authorize engagement at a lower salary than \$840 per annum without the formality being essential that an Inspector's investigation be held and certification by him of the inability of the Board to pay the minimum salary be forthcoming before the Minister may consent.

The thanks of the Alliance are due to the Government, particularly to the Minister and the Premier for their considerate treatment of the Teachers' recent representations. Our hopes are raised high that a decade of unsettled conditions and controversy in the Courts, the triangular dispute involving teachers, trustees and Department, over the matter of engagement and dismissal of teachers, may soon become a "dream that is past and gone." If the Alberta educational system is to weather the storms ahead, the house must not be divided against itself. Suspicion must be displaced by trust, co-operation and determination to progress. Our plea for the amendment adopted by the Legislature is an earnest of trust and confidence in the Minister to exercise his discretion unfettered in a matter of paramount significance to every teacher in Alberta.

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MINIMUM SALARY REMAINS AT \$840

Much misconception prevails amongst Public, School Boards and Teachers that the Statutory Minimum Salary of teachers (Section 161 *The School Act*) has been changed from \$840 to \$600 per annum.

Teachers should do all possible to make clear that *The School Act* in this regard as amended last Session (1933) is as follows:

"161—(2) Notwithstanding any agreement to the contrary every teacher shall be paid a minimum salary of seventy dollars per month or eight hundred and forty dollars per year:

"Provided that upon request of a Board the Minister may authorize engagement at a smaller salary."

It is apparent from the foregoing that the Inspector need not now be called upon to investigate and certify that the Board is unable to pay the Minimum Salary, as a condition precedent to the Minister sanctioning payment below the Minimum.

This is the only change made.

John W. Barnett,
General Secretary-Treasurer.
Alberta Teachers' Alliance, Inc.

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ELECTION PLATFORM

To the Teachers of Northern Alberta

Fellow Teachers:

I have found it a pleasure to serve the teaching profession and the A.T.A. during the past year in the capacity of District Representative for Northern Alberta. I tried my best to further your interests. I found also that more may be done after one is acquainted with the work. With this in view, I have consented to stand again as a candidate for District Representative for Northern Alberta.

In this connection I place before you the principles and objectives for which I have striven and shall strive again if you find it in your interests to re-elect me:

1. *Education as the basis of civilization.* Democracy and civilization can be saved from the impending disaster only through education.

2. *Education—preparation for right living.* Education should be such as to fit each and every individual to take his place in a democratic society for the welfare of society: education for citizenship in its full sense—including world citizenship.

3. *Universal Secondary Education,* of the kind to fully prepare each individual to his allotted task.

4. *State Education.* One of the most important functions of the State is to prepare its future citizens—hence education should be state directed and controlled.

5. *Teaching a Profession.* Education of the kind above-mentioned not possible of attainment unless and until teaching is a profession equal or superior to the other so-called professions.

6. One Hundred Per Cent Membership in the professional organization—the A.T.A.

7. Pensions for Teachers.

8. Equitable remuneration for teachers.

9. Tenure of office during good behaviour.

The last four are essential to making teaching a profession, and to making education what it ought to be.

Yours for the Teaching Profession,

H. A. Kostash.

Candidates for Geographic Representative for Northern Alberta, Provincial Executive, Alberta Teachers' Alliance, 1933-34.

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Organization Bulletin No. 6

More Predictions

Following the view of prevision and prediction which we struck last month, we are bold enough to venture these further prophecies as to the world of 1960 or thereabouts:

- (1) That the vocational field with which we are familiar will have changed very greatly.
- (2) That the most prominent matter of State concern will be the salvaging and rehabilitation of human wreckage, together with the safeguarding of youth from social disaster.

Changes in the Vocational Field

We have already seen, in this century the passing of many familiar figures from the industrial and commercial scene. The blacksmith lingers only in the most favorable localities; elsewhere the garage, the tractor agent and the vendor of spare parts have taken away his trade. The cross-legged tailor has lost out almost completely to the mass-producer of suits and coats. The self-serve idea is in process of minimizing the employment of retail clerks in grocery, hardware, restaurant and other businesses; and the cash register is simplifying almost to extinction the accounting side of retail business. Mechanized farming is producing similar effects in the seeding and harvesting of crops. Even the musical profession has suffered a staggering blow by the introduction of the talking movie, and of the orthophonic gramophone into the silent cinema. Without laboring the point, we can see how great a substitution of mechanical devices and of new technique has already taken place, leaving the skilled craftsman, clerk or laborer without a livelihood.

And there is no reason to suppose that the process is going to lose momentum. The very conditions of the depression are such as to accelerate dehumanization of industry, since that is the most immediate way to get production costs down below the price the public will pay. And in better times the stress of competition will be quite strong enough to carry on the movement. So, while we cannot venture to foretell what will be the great labor demands of the years ahead, we can with some confidence say that they will be constantly changing, and constantly diverging from those of the 1930's.

Bearing upon Education

It was fashionable, a few years ago, to think and speak of industry and commerce as the fairy godmothers of society. (Those were the days when Bruce Barton introduced Jesus of Nazareth as the world's first super-salesman). And school authorities were urged to find out what sort of boys and girls, with what sort of manual and mental dexterities, were needed to swell the ranks of commerce and industry, to execute the benevolent schemes of those fairy godmothers. It was claimed that schools should fit the child to step out of the school yard, cross the street, and start earning his living; and it was urged that all subjects which failed to serve that desirable purpose were a waste of good money. There are, of course, several arguments against such an educational ideal. In the first place, the founding of diversified trade schools in sufficient number to serve all the people, and with enough modern equipment to give a valid apprentice training, would be altogether too costly to contemplate seriously. In the second place, there can be no assurance that a trained craftsman of 1933 will be required by industry in 1943. And in the third place, we have run into four years of heavy weather in which any amount of skilled craftsmanship or clerkship brings no returns to society for the cost of training. These years have shown us that whatever may be the importance of vocational fitness in boom days, the market for good workmen will have to be stabilized before the taxpayer can be asked to pay for mass production. In other words, before the social institution of public education can think of training recruits to meet the specifications of the economic order, there must be effective guarantees that the economic order won't waste them as it is doing to-day. Men do not cast pearls before swine.

A Valid Vocational Programme

With these facts to be faced, the exponents and administrators of vocational education are adopting a middle course between the academic and the trade school. A simon-pure academic school is concerned entirely with the intellectual apprehension of things; a trade school is concerned entirely with the learning of a job, e.g. hairdressing. Between the two there is ample room for a school which will aim at intelligent

apprehension plus skilful manipulation of things; and the "things" referred to will be such as will establish contact with the greatest possible range of jobs. A boy who understands the making and breaking transmitting and transforming of an electric current (in the sense that he can manipulate the instruments with insight) is not indeed trained for a job; he is luckier than that, for he is raised to a point of vantage from which he can measure the relative interest for himself of a dozen or more different jobs. The same may be said for the boy who understands an internal combustion engine, or a lathe, or woodwork.

On the commercial side, as on the technical side, it is easy to identify certain skills which not merely lead to a job, but which are valuable recommendations to a whole field of employment. Typewriting is an asset of this kind; so is bookkeeping.

This branch of education is rightly called pre-vocational, since it precedes, not follows, the actual choice of a vocation.

Vocational Guidance

The educational programme thus designed is really one of vocational exploration, since it permits the pupil to gain practical experiences which are valuable in themselves and which assist his choice of a vocation without forcing the choice upon him before he has any data upon which to make a choice.

The next phase in the programme is vocational guidance. It has been suggested that somewhere in the adolescent years the pupil should have access to a text-book, well supplied with illustrations and statistical tables, upon the occupations of the people of Western Canada. It is open to doubt whether any of us do make, or are encouraged to make, our vocational choice in the open market, so to speak. In one's own case, the choice was a direct one between the Church and the School. One's father was a clergyman, and so far as he was concerned, the option didn't exist. But one's schoolmasters seemed to be bluff, jovial tyrants, so one exercised one's option right in the teeth of parental displeasure and became a teacher. But what a way to dispose of a human destiny! One would have given infinitely more careful thought to the selection of a \$5,000 bungalow—and in fact we do habitually give more thought to the

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choice of our \$5,000 bungalows than to the choice of a \$50,000 career, under the erroneous impression that for the given person one \$50,000 career is about as good as another. That impression has died, and progressive schools are beginning to make plans for a service of advice and information to students upon vocational problems.

Vocational guidance is not to be misinterpreted as "puttance". The most that a wise staff would do, in directing the student into one labor-category rather than another, would be to tell him what his proficiencies and deficiencies are, and why he would do better at this than that. Such information can be very reliable. It is possible for an instructor, by careful intelligence testing, to pick out from a group of young mechanics those who should go into industry at the laboring level, those who should go in at the technically skilled level, and those who should aim for science or engineering courses at the University. Similarly it is possible for the principal of a Commercial School to tell his girl graduates with some certainty whether they should steer towards the accountancy or

secretarial side of office work. In the same way it is sometimes possible for the Principal of an Academic School to predict with certainty that a pupil has no chance whatever of graduating in Medicine, because by repeated test he is ten points (I.Q.) below the level at which anyone ever does graduate in Medicine.

Vocational placement, which is the fitting culmination of a prevocational programme, is open to very serious criticism unless one dissociates from it the old idea of reward. One naturally thinks of a proportion of children going through the training successfully and having places found for them by the "look-out" committee before they leave school. While there is here a pleasing suggestion of smooth collaboration between the school and the business world, the question immediately rises: in view of all this solicitude for the successful students, what do you do in the way of placement for the failures? What do you do for those whose mental equipment won't even carry them into the prevocational school? To make vocational placement a matter of reward for

attaining a certified level of proficiency is to sidestep the difficult part of your job—like preaching repentance to the saved while the sinners go by outside. There is no particular difficulty to be faced in finding good use for the successes. There is serious difficulty in finding good use for the failures. Leave them to shift for themselves, and the successes will range afield and reach upward until they find something; the failures will do the same. But if the vacancies are diligently plugged with "teachers' pets" the mental reaction of the failures to such exclusion becomes a potential menace to society. The criminal, we are told, is essentially a sufferer from social maladjustments; he is also, in the vast majority of cases, a school failure. And that would suggest that the careful placement of school failures and their perfect social adjustment is as much needed as the provision of employers with duly certified recruits.

The whole question of placements, so far as the state school system is concerned, might well be left until the state tackles the distribution of work in a scientific way.



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OUR TEACHERS' HELPS DEPARTMENT

OUTLINE FOR MAY

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GRADE I

Reading

As many supplementary readers as possible. Aim at smooth, easy reading with natural expression.

Language

Oral Language Lessons:

Aim—Expression in a compound sentence, i.e., Play game of "Because":

Teacher—"I was late for school today because"
(child supplies). Child—Repeats whole sentence.

Teacher—See if you can give me a big story with "because". Use "if" similarly.

Note: In "Because" game, cause is last; in "If" game, condition is first.

Talks: (1), (2), and (3)—as in April Outline. (4) Japanese or Chinese life and customs.

Games: "I went", "I have been."

Pictures: Japanese children—See Art Course.

Stories: Lion and Mouse; Cherry Tree Children; Joseph and his Coat; Nature Stories (Burgess Books).

Written Work: Written sentences about suggested topics. Original sentences.

Memorization

What is Pink? Boats Sail on the Rivers.

Arithmetic

Finish combinations and separations. Review recognition of families. Oral work in addition in the higher decades, 43/4, 53/4; column addition. Writing number names. Oral use of $\frac{1}{2}$ and $\frac{1}{3}$. Oral problems involving the use of these fractions, as well as simple applications of all pupils' number knowledge.

Hygiene

Exercise and Play—Play outdoors for health. Importance of fresh air. Be good sports.

Social Hygiene—Very good suggestions will be found in the Course of Studies.

Nature Study

The unfolding of buds on twigs placed in water in classroom; Balm of Gilead, Poplar, Manitoba Maple; early spring flowers, as pasque flower, coltsfoot, violet and buckbean. The young birds and how they quickly learn to take care of themselves.

The aquarium containing some plant life to keep water sweet; tadpoles, caddis larvae; observations on life in the aquarium, and in sloughs out-of-doors.

A jar containing wrigglers, changing into mosquitoes.

Writing

Teach capitals: C, M, N.

GRADE II

Reading and Literature

(a) Reading—(1) The Months. (2) The Raindrop. (3) Over in the Meadow. (4) The Rainbow Bridge. (5) The Two Kittens. (6) Supplementary Reader.

(b) Literature and Memorization—(1) The Daisies. (2) The Brown Thrush. (3) Marching Song.

(c) Stories for Telling—(1) Daniel in the Den of Lions. (2) Queen Victoria.

Language

(a) Oral Topics—Our Garden, Our Early Flowers, Arbor Day, May Day.

(b) Teach can't, won't, don't, wouldn't, couldn't, shouldn't. Review correct form of could have, have to, and ought to.

(c) Teach opposites: big, little; hot, cold; long, short; white, black; good, bad; light, dark; night, day; clean, dirty; soft, hard; back, front, etc. (see page 26).

Citizenship

First Week—Longer evenings—outdoor play. Special talks on safety-first. Need of policeman—reasons for obeying his orders. Dramatization of situations showing disorder resulting from non-compliance of rules and regulations.

Second Week—Helping at Home Week. Helping to get garden ready. Preparation, planting and care of own little garden. Helping Mother in all ways possible.

Third Week—Out-Door Week. Review care of boulevards and public parks, especially at the growing season. Building of bird houses. Care of birds' nests and eggs, etc. Conduct on swings, slides, etc. provided in the Parks. Empire and Victoria Day celebrations.

Fourth Week—Saving Week. Saving of coppers. Care of clothes. Cleaning shoes to help preserve leather and as well as to aid appearance. Saving of flowers and birds, etc.

Spelling

May and June.

Use these two months for a final review of the words which have given difficulty.

Teach words needed for language work. Suggestions: Names of birds, flowers, animals, seasons, days, months, holidays, numbers, words from the reader, parts of the body as arm, finger, foot, etc.

Arithmetic

Column addition to 49. Counting by 3, 4, 6, 7, 8, and 9 to 50. Endings extended into the higher decades as

8	8
6	5
47	66

Dictation of numbers in words and figures, of sums of money. Addition may be extended to two columns of not more than 6 or 7 addends per column. Pint, quart and gallon. Problems continued. Use of tests to determine pupils who have not yet mastered addition and subtraction facts.

Nature Study

Animals: Beaver and Coyote.

Plants: Change in color of trees. Dandelion, buffalo bean; violets, shooting stars.

Birds: Woodpeckers—Red-headed, Downy, Flicker. Blackbirds—Red-winged blackbird. Meadow Lark. Swallow—Barn Swallow, Bank Swallow.

Physiology and Hygiene

First Week: Safety First—(a) Crossing streets and railway tracks. (b) Danger from matches, hot ashes, bonfires and hanging wires.

Second Week: Care of Scratches, Cuts, Bruises and Burns.

Third Week: Social Hygiene—Keep good company; be fair in work and play; help others; be kind to animals.

Fourth Week: Social Hygiene (cont'd)—Be polite; help smaller children and old people; be cheerful and happy; read good books.

GRADE III

Reading and Literature

Silent—Florence Nightingale. Library Books.

Oral—A Nest in a Pocket. How the Indians got the Corn. At the Zoo.

Story Telling—The Golden Touch. Pandora's Box.

Memory—Selections from Joseph and his Brethren. The Wonderful Fishing of Peterkin Spray.

Dramatization—Own Selections.

Language

(a) Oral—A trip in an Auto; A Hike; The First Dandelion; If I were a Fairy; A Visit to the Zoo; What I saw in Woolworth's. Finishing a half-told story.

(b) Formal—Review there, their; here, hear; to, too, two; and teach sit, sat, set; rise, rose, raise; lie, lay; don't doesn't.

(c) Vocabulary Building—General review.

Citizenship

Arbor Day—Clean up—(a) yards, gardening, care of boulevards, etc. (b) Appreciation of Public Parks, keeping parks, streets and recreation grounds clean, waste paper. (c) Empire Day—Patriotism. Victoria Day—Birthdays. (d) Stories: 1. The Little Acorn (Emerald Story Book). 2. Laura Secord. 3. The Story of Prosperina. 4. The Boy who Discovered Spring. (Emerald Story Book, by Ada M. Skinner).

Arithmetic

May and June:

Review the simple operations, using every possible variety in form or wording of questions. Problem work should form a large part of the work of these months, though it should be a daily part of each day's work throughout the year.

Nature Study

Encourage child to make first hand observation of habitat of plants, arrangement of parts of flowers. Pussy-willows—note flowers before leaves to facilitate pollination by wind. See "Fly-Aways and Other Seed Travellers".

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Hygiene

First Aid—Care of cuts, burns, bruises etc.
GRADE IV

Reading and Literature

Silent Reading—The Pot of Gold. A Legend of Athlone.

Oral Reading—Jackanapes. The First English Singer.

Literature—The Sun in the Woods. Arachne. The Unknown Painter.

Memory Work—The Clouds. Spring Song.

Story—Orpheus and Eurydice.

Language

Review.

Arithmetic

May and June:

Review all the work of the year and stress weak points when found. Familiarize the children with such terms as addend, sum, minuend, subtrahend, difference, multiplication, multiplier, multiplicand, product, divisor, dividend, quotient, remainder, without definitions of these forms.

Spelling

Review Term's Work: Memory Work Spelling.

History and Citizenship

Self-control—In food, in speech, in thought, in action. Empire Day—(a) Patriotism. (b) Loyalty—to school, to city, to Empire.

Early Days in Alberta.

Nature Study

May and June:

Detailed insect study as per Course of Study.

Wild Flower Recognition—E.g. Shooting Star, Vetches, Red Straw, Wild Columbine, Red Lily, Prairie Pink, Prairie Rose. etc.

Garden Flower Recognition—E.g. Lilac, Poppy, Iris, Peony, Delphinium, Columbine, Bleeding Heart. etc.

Perhaps one lesson per month on seasonal changes re occupations of people, streams, plant and animal life of community.

N.B. Teachers are warned not to confuse Recognition Study and Detailed Study.

Hygiene

Safety First—Choosing safe places to play; crossing streets or railway tracks; danger from matches, bonfires, hot ashes, hanging wires; getting on and off street cars; care of a scratch, cut, bruise or burn.

Geography

The Salmon Fisheries of British Columbia. (1) Life history of the salmon. (2) Methods of capturing salmon. (3) Visit to a salmon cannery.

The Australian Shepherd. (1) Journey to the land of the Southern Cross. (2) Life of a shepherd: (a) Large flocks. (b) The rabbit pest. (c) Shearing sheep. (d) Shipping wool. (3) Interesting animals and birds of Australia.
GRADE V

Reading and Literature

Oral Reading—Psalm of David.

Silent Reading—The Loss of the Brig.

Literature—The Song of the Brook.

Story Telling—The Flying Dutchman.

Memory Work

The Grasshopper, Keats. 24th or 23rd Psalm. Ingratitude, Poems Every Child Should Know. Robin Hood in the Forest Stood, From "Learning to Speak and Write."

Spelling

Review Term's Work. Words from other subjects.

Hygiene

Foods—1. Carbohydrates. 2. Minerals. 3. Importance of coarse foods and water. 4. Care of foods.

History

Stories of surveying for C.P.R. main line, and of the building of it. Stories of the Royal North-West Mounted Police in the early days and in later times.

Citizenship

Forethought in speech and action.

Geography

1. From Edmonton to Peace River and Grande Prairie by Railway.

2. C.N.R. from Calgary to Drumheller, to Camrose, to Edmonton.

3. Climate—People.
GRADE VI

Reading and Literature

Literature—Torch of Life. Lochinvar.

Memorization—Choice of: The River. Famous Men. Recessional.

Oral Reading—Review Difficult Lessons.

Silent Reading—Pioneer's Wife.

Story Telling—The Cid.**Language**

May and June.

A. Thorough Review of Course. B. Encourage imagination in original stories.

Grammar

(a) Completion of the Predicate—Suggested Exercises:

(1) Complete the predicate of sentences. (2) Underlining the completions of predicates.

(b) Review.

N.B. Formal Grammar does not begin until the pupil has reached Grade VII. Therefore it should not be taken as a separate and definite subject but should be combined with Composition. Use the authorized text, "Learning to Speak and Write".

History

Western Canada Explored—Fur traders and other adventurous spirits. Rare feats of daring and endurance. Co-operation with the Red Man. The Indian guide indispensable.

In exploration as in the fur trade the White Man and the Red linked hands—Radisson and Groseillers, Verendrye, Hearne, MacKenzie and Fraser. These on foot and by canoe (the Indian's contribution) traversed the vast stretches of prairie, woodland and mountain,—Great stalwarts of our land.

With equal courage and perhaps a finer, nobler spirit, our pioneers of today go forth finding pathways through the air, discovering, exploring, succoring the sick, bringing aid to the distressed.

Arithmetic

May and June:

Problems and Review.

N.B. Pay careful attention to accuracy. Give frequent mental exercises.

Nature Study

1. Two insects: Butterflies and Moths, House-fly, Grasshopper. 2. One spring flower: Crocus, Catkins.

Geography

South America—Political division with some detailed study of Argentine, Brazil, Chile.

GRADE VII

Spelling

(a) Complete supplementary words—28. (b) New words from other subjects.

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Language

1. Business Letters. E.g. Application for a position. Review other types.
2. Discussion of model sentences and paragraphs from general reading.
3. Correction of Errors. See Course of Study, pages 80. Note: The correction work should be carried on throughout the year. A rather interesting booklet, "The King's English Drill" by Rosamond M. Archibald, provides some novel exercises for this purpose.

Grammar

- The Possessive forms—(1) With a compound Noun. (2) With a plural proper Noun. (3) With a compound Subject or Object. (4) With double possessive.

Geography

May 15th to end of May:

Trade routes, ports of call, cargoes.

Physiology and Hygiene

Review work of previous grades. Allow one week for each of the following systems: (a) Digestive System. (b) Excretory System. (c) Circulatory System. (d) Respiratory System.

History and Civics

Later Immigration and Settlement.

- (a) Immigrants from various countries. (b) The Great West—(1) Hudson's Bay Company. (2) Selkirk. (3) Gold Rush of 1856—B.C. (4) Confederation. (5) The C.P.R. (6) Saskatchewan Rebellion. (7) Grand Trunk and Canadian Northern Railways.

GRADE VIII Reading and Literature

May and June:

Completion of unfinished work and review.

Grammar

May and June:

General review. Tests to cover the year's work.

All subjects not specifically mentioned—Review.

Correspondence**Grade VIII Hygiene**

Miss D. B. makes enquiry with regard to the character of the material needed for teaching "Boards of Health". We reprint material published a few years ago with regard to this topic:

I do not think that you are required to present the pupils formally with a mass of facts so much as to make them fully aware of the need for and existence of public bodies, laws and opinions which safeguard the health of the people. I. What care must be taken by a rural municipality in the interests of health?

1. Its health officer must attend to all infectious or contagious diseases, enforcing quarantine, giving inoculation or vaccination where necessary to prevent epidemics. (May order fumigation of schools, halls, etc.)

2. It must make special provision in case of such emergencies as the war-time influenza, when local medical and nursing service is inadequate.

3. It must provide a hospital if there is sufficient need and if there is no other hospital sufficiently near.

4. It must provide medical care for destitute sick, and food, clothing, etc., for any within its area who are in need of such.

5. It may forbid the disposal of manure, refuse, etc., in a way that would be a nuisance to the public.

II. The Provincial Board of Health is the Ministry of Health under the Hon. Geo. Hoadley. Among other things this office looks after the general efficiency of publicly supported hospitals, investigating charges of bad treatment; provides special buildings and service for unusual epidemics like the infantile paralysis of 1927; supervises the mental hospitals, issues bulletins, charts and other literature bearing on health preservation.

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Classroom Hints**Grade II Language—Opposites**
(See Outline)

Would this suggestion help you in the presentation of your material? Teacher, drawing simple teeter-totter on the blackboard, "We are going to play a game. Have you ever seen anything like this? What is it? This end is low on the ground. That is because BIG is sitting on this end. And if BIG is sitting on this end and it is low to the ground, I am sure you could guess who would be away at the other end of the teeter up high in the air, but this time I am going to tell you. Of course it is LITTLE." Teacher writes these words at either end of the teeter. "We call this teeter game a game of opposites because BIG is the opposite of LITTLE. I wonder who remembers in the story of 'The Three Bears' why the bears went for a walk in the woods before breakfast. Yes, their porridge was too hot." (Teacher writes HOT at one end of the teeter). "But if the bears were a long time away their porridge wouldn't be HOT any longer. It would be quite the opposite. What sort of porridge would it be? So what word do we write at the other end of the teeter? COLD—Yes, because COLD is the opposite of HOT. Here is an easy one. If I write LONG at this end of the teeter, what would its opposite at the other end be?" (If the class are unable to answer, use illustration, e.g. Mary's hair is long but Greta's is? etc). Introduce the words in as meaningful a context as possible.

Exercise to follow: 1. Iron is hard, but wool is 2. My face is clean, but my hands are 3. Some of the squares in a cross word puzzle are white and some are 4. The curlew is a bird with a long beak and quite a tail. 5. Children like to stay up after dark and do not like to go to bed when it is still 6. The moon lights the earth by night, the sun by 7. One tap in the bathtub is marked hot, the other is marked Peas porridge peas porridge cold, Some like it in the pot, nine days old.

8. There was a little girl,
Who had a little curl,
Right in the middle of her forehead.
When she was good, she was very, very good,
But when she was she was horrid.
9. When BIG sits on one end of the teeter goes way up in the air.

Grade II Spelling

Suggestions: Names of birds, flowers, animals, seasons, days, months, holidays, and numbers.

The object of the following exercises is to provide some fairly interesting form of seatwork that will involve attention to the detail of letter and syllable of words, and will give practice in writing the word, and so aid in mastery of the spelling. The exercises offer, as well, some composition practice in the form of transcription, and involve, of course, some silent reading.

I. A. Spelling: Learn these words: robin, sparrow, magpie, crow, hawk.

B. Writing: write these sentences in full using the words of A. Each dot stands for a letter. 1. This fellow has a red breast and likes the worms in your garden. He is a .o.in. 2. The r.b.n can sing better than the s.ar.w, but the cr. cares less about music than either the r.i. or the .p. ro. He just calls, "Caw!" in a loud voice. 3. Little birds are afraid of the h.k. You have to watch your little chickens when he is around. 4. The .r.w is all black and flies rather heavily, but the m.p. is black and white and surprises you with his color. Although like the .ow, the .a.ie flies slowly and is a heavy bird, we like him better because his clear cut color catches the eye. 5. Has any .ob. built his nest near your house? You wouldn't want a c.w to do that would you? He makes too much noise in the morning. You wouldn't want to make a friend of a .a.k either.

II. A. Spelling: Learn these words, crocus, shooting star, buffalo bean, bluebell, rose.

B. Writing: 1. The cr.c.s has a furry stem to protect him from the cold. 2. With its petals all turned back, the sh.tin. seems to fly through the air against the wind. 3. The r.s. usually flowers in June. 4. Have you ever found the little tongue inside the bl.be.? 5. If you like bright yellow flowers for the bowl on the dining-room table, gather some bu.a.o b.ns on your way home from school.

C. Puzzles: Write these words in full. 1. .o.e—it has five petals and is pink. 2. .u.b.l.—the fairies like to ring it. 3. s.o.t.g .a.—it has a sharp pointed yellow centre to help

it shoot through the air. 4. r.u. —probably the earliest flower you will find. 5. u.f.a. .e.n —a beautiful yellow flower.

D. Write as many words from spelling lists I and II as you can make from these letters: a, e, i, o, u, b, n, c, r, s, h, t, g, f, l.

Grade III Silent Reading—Florence Nightingale

You might make a study lesson with the teacher of this silent reading selection.

Preparatory. (a) Approach determined by children's experiences. Suggestions: as girls grow up and leave school they like to think of what they want to do next. Have any of you heard your older sisters talking about it? (Among other ideas nursing will be mentioned). What appeals to you in nursing or makes you think you would like it? Where do you go to train as a nurse? You probably think that because nurses go to hospitals to get trained that they have always done this, but that isn't so. At one time girls did not think about being nurses at all. Have you ever heard of Florence Nightingale? She was the person who began the training of nurses. Today you are to read a story of this famous woman as a little girl. Let me ask you one more question. What sort of little girl would make a good nurse when she grew up? We'll find if Florence Nightingale was that sort of little girl. Turn to the Table of Contents. On what page does your story come?

(b) Eradication of difficulties. (Phrases from first section of the selection. . . page 70 "after the flock again").

(She lived in a) Village in Derbyshire:—what is a village? Derbyshire is a part of England. (The shepherd's) Shephard:—what does a shepherd do? Favorite sheep dog: (was called Cap). In the story the shepherd had a dog. He was a favourite. What would make him so? What would he be able to do. (He was) as knowing as a human being: a human being is a person. "As knowing as a human being" is to know as much as a person. Could you guess who knew as much as a person? (The doctor) examined the injured leg: What is an injured leg? Whom do you call when a leg is badly injured? He would first of all look at or examine the injured leg. Swollen, bad bruise: sometimes it is hard to tell what has happened—whether a leg is broken or not because the leg is so swollen. Is a bruise as bad as a break? (He found it swollen from a bad bruise).

Drill by putting these phrases in sentences on the blackboard. (See the parts in brackets above. This is rather simply done if you leave sufficient space on either side of your original list). Silent Reading. Read the story as far as . . . "After the flock again" (page 70). This ends the first section of your selection. Remember that what we want to find out is, is Florence Nightingale the sort of little girl we would expect to make a good nurse? (To the teacher: this definite objective in reading concentrates attention and cultivates a more rapid rate of reading).

Check on Comprehension: discuss the answer to the question, and such others as—1. Why should Roger have considered killing Cap because he was hurt? 2. Florence Nightingale lived quite a while ago and doctors and nurses keep learning things all the time. I wonder if it is still thought to be a good thing to bathe wounds with hot water. 3. What title would you think of giving this part of the story?

Phrase study for second section of the story treated as for the first in meaningful context. (Phrase study assists in increasing the recognition span and hence reading rate.) This second section of the story tells what Florence Nightingale did when she grew up.

Silent Reading, followed by discussion: suggestions for discussion. 1. We are told here some of the things Florence Nightingale did which make her remembered. What did you find most interesting? 2. Sometimes Florence Nightingale is called "The Lady with the Lamp". If you hold a lamp up, you shed light all round about you. Could you think of any way in which Florence Nightingale shed light around her? Do you think the name a good one? Could you think of any name you would like to give her?

Grade IV Arithmetic

Reading Problems involving Grade IV process and vocabulary

Note: Miss Wilson in "Specific Teaching of Silent Reading" in "Elementary School Journal" Vol. 22, points out that pupils who demonstrate considerable capacity for reading informational material or poetry may be weak in reading arithmetic problems. "The difficulty lies apparently in the fact that teachers have not called upon pupils to master the story of the problem, and consequently pupils feel no responsibility for remembering any of the reading parts of the problem." Miss Wilson goes on to enumerate the types of reading skill necessary and third in the list comes "Ability to pronounce and use a special arithmetical vocabulary". The following are reading exercises involving Grade IV arithmetic processes and vocabulary and are designed to be used as drill exercises after the pupils have become fairly familiar with this vocabulary.

A. To the pupil: in a simple statement tell how you would solve if you were told the figures: 1. If you know how much money you have now in your pocket, and how much you spent down town, how can you find out how much you had when you left home? 2. If you know how many desks were bought for your room and how much each desk cost, how can you find out how much all the desks cost? 3. Boys collected lost golf balls and sold them. They spent the money on hockey sticks for the school team. How would you find out how many hockey sticks could be bought? 4. I you know how far a motor car had to go to reach town, and how many hours it took to do it, how would you find out how fast it had been going an hour? 5. Your mother gives you a certain amount of money with which to do some messages. The money spent does not amount to what you were given. How will you find what should be returned to your mother?

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B. Use the problems of A. Underline the correct answer:
 1. Your answer would represent: the product, the sum, the quotient, the remainder. 2 Your answer would represent: multiplicand, the multiplier, the product. 3 In the working out of your problem the money spent on hockey sticks would be the dividend, the minuend, the difference. 4. In the working out of your problem the hours used for the trip would be the subtrahend, the product, the divisor. 5. Your answer will represent: the difference, the product, the sum.

C. To the pupil: Can you understand your arithmetic problems when you read them? If so you can do these exercises correctly. After each problem is a list of things which might be done. You are to show that you understand by filling in the blanks correctly, then drawing a line under the word or words which tell the right thing to do.

1. A man canned cherries and sold them at 20c a quart. He received \$8.00. How many quarts did he sell? If he had picked 50 quarts altogether, how many quarts of cherries did he leave uncanned? Multiply _____ by _____. Divide _____ by _____, then add, subtract, multiply, divide. 2. The manager of a service station has a tank containing 500 gallons of gasoline. If he sells 25 customers 5 gallons each, how much will he have left at the end of the day? Multiply _____ by _____. Divide _____ by _____. Then add, subtract, multiply, divide. 3. A farmer's wife makes 20 lbs. of butter a week. She has 5 customers who regularly take 3 lbs. a week. How much has she left for family use? (continue as with problems 1 and 2). 4. A farmer's wife receives \$3.00 for her eggs on Saturday, selling them at 25c a dozen. How many dozen did she sell? On Monday eggs had gone up 2 cents a dozen. How much more money would she have made if she had waited till Monday to sell? 5. The editors of a school paper collected \$10.00 by selling copies of the paper at 10c. How many copies were sold? But it had cost \$12.75 to get the paper printed. How much more money was needed to finance the paper than that collected?

Grade IV, Physiology and Hygiene—Safety First—Fire

Do you know "Reading Objectives" by Anderson & Davidson, (Laurel Book Company)? It is a very good treatment of Silent Reading and is full of suggestions for varied exercises. Here is one correlating Hygiene and Silent Reading, with a piece of handwork as the proof of understanding. It would make an excellent piece of seat-work.

Once a collie and baby were sitting alone by the fire. The baby was in her little chair, and the collie was on the rug by her side. She reached out her little hand to pat the collie, and upset her chair.

She fell so near the grate that her dress caught fire. How do you think the clever dog saved her? What should you have done?

He pulled the rug over her burning dress and put out the fire.

Fire cannot burn without air. What happens when someone puts too much coal on a fire? The fire goes out because it is choked for want of air. It dies as quickly as when you put water on it.

If your clothes catch fire and you begin to run, what happens? Why? The more you run, the more air you give the fire and the faster it burns. Then what should you do? Suppose you suddenly see your clothes afire, and you remember that you must not run, what can you do? If you stand still and call for help, it may not come in time. If you are in the house, look for a rug, a blanket, or an overcoat. Try to choke the fire by keeping the air away from it. If you are outdoors and cannot get a coat or cloak, squeeze the burning cloth into a bunch, so that the fire cannot get air. If you are near sand or loose earth, cover the burning cloth with it.

Printing a Fire Card.

Print in large, plain letters a fire card to take home and show the family. Make 4 sentences telling: 1. What you must not do. 2. Why you must not do this. 3. What you should do indoors. 4. What you should do outdoors.

Could you utilize this suggestion for the combining of Safety-First ideas and Silent Reading exercises for your Grade II's who have to have this Safety-First material this month too? e.g.

A. Matching Exercise

- Hot ashes do not look as if they would cause fire
- When hot ashes drop out of the stove on the floor
- Hot ashes should never be put
- Do not let the wind play with hot ashes
- because it will blow them where they shouldn't go.
- put them out.
- into a wooden box.

4. because they are grey and colorless.

B. Multiple Choice Exercise

1. When you carry hot ashes outside, put them: (a) among dry leaves, (b) against the house, (c) in a large tin or ash can away from the house. 2. Some people put: (a) a piece of tin under the stove, (b) a wool rug under the stove, (c) some boards under the stove, to prevent hot ashes from burning the floor.

C. Tell What to do if:

(a) You see hot ashes on a wooden floor, (b) if the ash box of the coal stove is very full, (c) if there is a pile of ashes near the house.

Grade IV, Silent Reading

(From the Calgary Outlines, prepared by Miss Fisher)

Here are some true and false statements about "The Pot of Gold". Number 10 lines in your book. Then put true or false after the number of the sentence. 1. The old farmer was very industrious. 2. His sons were very industrious too. 3. His sons did not care about riches. 4. The father would not tell his sons where the gold was hidden in the orchard. 5. The sons dug up all the orchard; and then, they found the gold. 6. After their digging in the orchard, the olive trees bore more fruit. 7. The fruit brought the sons much money. 8. Their old father was very wise. 9. The sons found that they had to work for their money. 10 There was no gold hidden in the orchard.

Grade V, Oral Reading—The Psalm of David

This selection lends itself admirably to group or chorus reading. The majestic and, in parts, exalted atmosphere will be more readily realized through and conveyed by the fuller tone of the group. The children will enjoy the chorus work, and this type of reading provides fuller practice for all. The teacher may at first read with the class to set the tempo and mood. The teacher must cultivate an orchestra conductor's ear for individual performance.

Analysis of Teaching Features

I. Thought. To the pupil: David was one of the great song makers of the Bible. "The fulness thereof": do you remember a little poem of Robert Louis Stevenson's that goes:

The world is so full of a number of things

I'm sure we should all be as happy as Kings.

I wonder what some of the things were that the child was thinking of. Can you find a phrase in this poem that contains something of the same idea?

"He hath founded it upon the seas . . . floods:" in the story of the creation in the Bible our first picture is that of great dark stretches of water rolling under an inky sky. Then came daylight over the face of the waters and later the earth rose from the seas—"He hath founded it upon the seas".

Who is fit then to go into the high places with such a God as this? Read the 2nd chorus silently to find David's answer. Can you put David's answer in your own words?

Just as the first chorus ended with two lines that seem a little set off from the rest of the verse in idea, so too does the second chorus: "This is the generation . . . Him"—they who have clean hands and pure hearts, are the "generation" or the kind of people who seek Him.

"Lift up your heads, O ye gates:" the gates of Zion through which David carried the Ark of the Lord. "the everlasting doors"—of immemorial antiquity and expected to last for an indefinite period.

This part of David's Psalm has been set to music and is sung in the churches. How many of you know it? (I think particularly of the very stirring and powerful setting:

Ye gates lift up your heads on high
 do do re me fah sol sol sol
 Ye doors that last for aye
 Sol fah me re do me-re
 Re me fah sol do ti la sol, sol
 Do re me sol fah re do.

If you can sing a line or two with full sustained tone you will do much to establish the quality of the pupil's later reading. (It should be sung or read in exalted mood). Why is it that the second half of this psalm is particularly fitted for musical setting?

II. Breathing. To the pupil: this is a psalm of rejoicing and praise of God. If you want to convey the power of the psalm through your reading you must be sure to breathe deeply at all pauses and open your mouths well to let the sound come out roundly and fully. Take an upright position in your seats. We shall practice reading some lines in chorus, just as though singing them in chorus. Believe what you say. (Select 3 or 4 of the most majestic lines. If the children know the organ, the suggestion "Think of organ music" might help you to get the tone or "Lengthen the vowel sounds". Teacher should illustrate).

III. Enunciation. In all good reading every word must be said clearly, but where, as in this psalm, you want your effect to be powerful, it is even more important, and still more so because we're going to read in chorus and then words have to be said very distinctly to be heard clearly.

Let us read the line together: "Lift up your heads, O ye gates". Watch your "t's" and "d's". Say "your" clearly. (Other lines: "The world and they that dwell therein" "The Lord of Hosts;" "For He hath founded it upon the seas").

IV. There is no difficulty to be met with the grouping or phrasing, but the matter of emphasis requires some little attention: the "He" of the third line, second chorus is of significance, and the "He" of the final line should be marked. It is the final answer to the insistent question, "Who is this King of Glory?"

V. Some word drill at this point will make the later chorus reading more effective. Each teacher will know best what words would prove stumbling blocks to her own class.

Now comes the chorus reading, one group taking the first chorus, another the second, all the class might take the first chorus work of the second page, and an individual reader, perhaps the teacher, the second chorus. The teacher must work for improvement constantly, keeping in mind the foregoing teaching features.

Grade VII, Geography

Trade Routes, Ports of Call, Cargoes

The romance of the ships that go "up and down the salt seas" is in this lesson. Kipling felt it when he wrote "Big Steamers":

"Oh, where are you going to, all you Big Steamers,
With England's own coal, up and down the salt seas?"
"We are going to fetch you your bread and your butter,
Your beef, pork and mutton, eggs, apples and cheese."

"And where will you fetch it from, all you Big Steamers,
And where shall I write you while you are away?"
"We fetch it from Melbourne, Quebec and Vancouver,
Address us at Hobart, Hong-Kong and Bombay."

And Masfield, when in "Cargoes" he speaks of ships:

Sailing home to haven from sunny Palestine . . .
Stately Spanish galleons coming from the Isthmus
Slipping through the tropics by the palm green shores
carrying their cargoes of:

Sandalwood, cedarwood and sweet white wine . . .

With a cargo of diamonds, emeralds and amethysts.

Ships going such distances across the ocean with such a diversity of cargoes—cargoes that tell the tale of the countries they came from. Think of Kipling's verses again. Which of the things he talks of in the first verse came from Melbourne, from Quebec, Vancouver and Hobart? Did any of them come from Hong-Kong or Bombay?

Perhaps there isn't now quite the romance in the merchant marine life as there was when sailing vessels set out, each much on its own path and returned at irregular intervals, months, perhaps years, later, with exciting cargoes of spices, silks, jewels or gold. But when you watch the boats and steamers in New York harbour, for example, you cannot now help thinking of all the places they have seen, and of the adventure of wind or storm or fair weather they have experienced before coming so quietly to rest in harbour.

Now, of course, boats follow definite paths through the ocean ways. (From this point on be sure to use a wall map or outline blackboard map, on which the important routes may be marked in coloured chalk as discussed.)

I. **Liverpool and Southampton to New York:** The most travelled seaway of the world is not the oldest of the ocean pathways because it leads to the "New World". What continent would that be? What is its largest city? That then is the harbour at one end of the great lane of sea traffic, and, of course, its the Old World sending products and goods to the New and the New to the Old. So where would you guess the harbour at the other end of the route to be? We say that it's not the oldest of the great trade routes of the world. But it's almost exactly the pathway that the early explorers took in reaching the New World. Name some of these early explorers. What date was Columbus? The Cabots? And since that time there has been some trade from New to Old and Old to New. In the very early days what could the New World send to the Old? (Furs, fish, tobacco). What did the New World need from the Old? (All the equipment of civilization—tools, clothes, dishes, etc). Then goods were carried by small sailing ships that often got blown a considerable distance from their course. What sort of boats are used now? Let us think what sort of cargoes we will find in them. Remember that the New

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Edmonton's Own Store

World has great spaces and the old lives in cramped cities, so what would be one of the greatest of the New York exports and Liverpool imports? (Kipling thinks of it first, "We are going to fetch you your bread and your butter.") Wheat. Remember again that England has the right moist climate for the manufacture of textiles, so what raw products from America would she particularly want? Raw Cotton. What will the Old World return? What is Manchester noted for? What connection is there between Manchester and Liverpool? What are some of the manufactured goods the Old World will send to the New in return for her raw products? Metal goods, textile machinery, woollen goods.

II. **London to the East** (Mediterranean, Suez Canal, Indian Ocean, Pacific). Ports of the route: Alexandria, Karachi, Bombay, Colombo, Calcutta, Rangoon, Singapore, Hong-Kong. The Mediterranean is the oldest trade pathway of the world. All the ancient civilizations grew up around the Mediterranean Sea—Egypt, and Palestine, Greece and Rome, and Carthage. Then Julius Caesar, the Great Roman, went exploring and brought Britain into touch with the Mediterranean countries. Very considerably later when the Crusaders went from England to Palestine, they came back with silks and spices from the East. To the Mediterranean came caravans from still further east, but these are no longer necessary. Why not? (Suez). And now the ships steam down through the Red Sea, out into the Indian Ocean and right round to China, the road Christopher Columbus was looking for when he sailed west instead of east. Let us notice some of the important ports along the route. (Trace in colored chalk on your outline map the route and mark in the major ports.) These ports represent too great a distance for ships to travel without refuelling and so "England's own coal" is sent out to many coaling stations—the most important of them is Port Said on the Mediterranean and Colombo on the Indian Ocean.

Cargoes: Alexandria—raw cotton. What has Egypt that England could make use of in her factories? **Karachi**: the port of the Wheat growing districts of India. **Bombay**: raw cotton and oil seeds. **Calcutta**: Jute. **Rangoon**: the port for the Burmese rice fields. **Colombo**: rubber, tea. **Singapore**: rubber, tin. We have reached the neighborhood of the Spice Islands. (When these spices were first introduced into England they were very expensive, and were regarded as luxuries which only the wealthy could afford. People's land even was worth so much pepper.) **Hong-Kong**: silks and tea. **London**: gathers in all these products and sends out in turn the manufactured cotton and machinery. Masefield in his poem "Cargoes" draws a contrast between the interesting things that come to England from countries of the East and her smoke-begrimed exports, the "Tyre Coal, the road rail . . . the cheap tin trays."

III. **London to Rotterdam and Hamburg.**

Rotterdam: remember always the Dutch farms and gardens and you will have no trouble in deciding what Rotterdam will send out to England, and for transshipping. (Dairy products, bulbs). As the Netherlands is an agricultural country, she will have much use for England's machinery.

Hamburg: sends out to London chemicals, dyes, musical and electrical instruments and London tranships to Hamburg as to the other countries of Europe, cargoes of tea, coffee, sugar, spices, and rubber. At one time this part of the world would not have needed to have its cargoes sent on to it. In the days of the old "Hanseatic League" the North Sea and Baltic Nations imported and exported for themselves. The Dutch, too, had control of the carrying trade of the world at one time. Now London is the hub of the trade route wheel.

IV. **Southampton and Liverpool to Rio de Janeiro and Buenos Aires.** The New World to us is North America and suggest the story of French and English exploration. South America is the Spanish New World. Buenos Aires is the port for a district that resembles Western Canada. What then would one of its exports be? Wheat. The others are agricultural too: beef, hides, wool. Rio de Janeiro is one of the ports for Brazil. What would the great export be? Coffee. A short while ago Brazil began to produce more than she needed or there was any outside demand for, and much coffee was actually thrown into the sea. Once again the New World needs what the Old can manufacture, so what will you find aboard the ships travelling from Liverpool and Southampton to South America? Textiles, machinery, hardware, metals. This list of products interchanged is not at all in keeping with the Spanish past when

"The stately Spanish galleon coming from the Isthmus Slipping through the tropics by the palm green shores" brought to the Old World their cargoes of "silver and gold moldores".

V. **New York to Colon**: where the bulk of the trade divide, a large per centage of it going north to San Francisco. This represents the only considerable all New World route, and as such Colon very fittingly occupies a strategic position on the Panama Canal, because Colon was Columbus' real name. Christopher Colon. One half of this New World is much more industrial than the other. Whilst is that? As a result manufactured goods, textiles and flour travel south along this seaway to meet the Brazilian products going north—nuts and coffee.

Minor Trade Routes

I. **Southampton—Cape Town, Melbourne, Hobart.** British textiles are exchanged for: 1. South African hides, wool, gold, diamonds. 2. Australian meat, wool, grain and copper. 3. Tasmanian butter and cheese. (See Kipling's first verse again.)

II. **Melbourne—Colombo.** Australian meat.

III. **Hong-Kong, Yokohama—Vancouver.** From the East silks and tea; a return trade in British manufactured cotton textiles and machinery.

IV. **New York—Rio de Janeiro.** From the industrial centre (New York) manufactured goods, clothing, flour and other foods; from South America hides, wool coffee.

Suggestions for gathering up this material in review: the making of posters representing each route showing cut out pictures of exports and imports.

Grade VIII Literature Review

Do you feel as so many teachers do that to "review" Literature effectively there must be some freshness of treatment? Perhaps somebody else's questions will give you some of this freshness of outlook.

I. **The Journey Southward.** (1) Great explorers have usually very fine qualities. Mention four which Nansen possessed and which you consider necessary for success in Arctic exploration and prove your point of view by illustration. (Courage, endurance, determination, tolerance of others' mistakes, alertness, etc.) (2) Northern explorers read other northern explorers' accounts very carefully. Why do you suppose they do this? (a) They want to learn all that others have found out about a new country—that is for geographical information. Reread the story with care and note each little phrase descriptive of the character of the country. Then write a paragraph as though you were a would-be explorer making entry in your own note book of what you had been able to find out from Dr. Nansen's account. Perhaps you could draw an accompanying map. (b) What could you learn from so capable an explorer as Dr. Nansen about equipment? Jot down headings. (c) about how to get warm after a ducking without a fire.

II. **Mending the Clock.** (1) One of the reasons that we find this story entertaining is that Barrie in poking fun at himself is poking fun at us all, and we smile to ourselves and say, "I've been in just that hole myself" or "I've done just that too." Read "Mending the Clock" and put a little cross opposite the parts where, if you are really truthful, you would say, "I've done that myself" or "I've had that experience myself". Be honest, it's just a sort of amusing game after all—plus a little more—Sir James Barrie helping us to see ourselves and doing it very entertainingly. (2) Is "Mending the Clock" in your opinion, a good subject for a humorous piece of writing? Why? (3) Why was Summer "naturally a little annoyed"?

III. **Brutus and Antony.** (1) Contrast the characters of Brutus and Antony basing what you have to say on the speeches made to the mob. Put down your remarks in this form:

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Brutus

(a) Reasonable: in his treatment of the crowd—his speech is a clear cut, forceful statement of his reasons for what he has done.

(b) Honest and Open: throughout his speech he said exactly what he meant without elaboration.
etc.

Antony

(a) Subtle: knew that the mob were not really thinkers, that they could be swayed by their feelings, and so played upon their feelings throughout and particularly where he holds up Caesar's mantle and calls on the crowd to look at Caesar's poor marred body.

(b) Cunning, Clever: pretends constantly to be other than he is—examples
etc.

(2) Would it be true to say that Antony had more feeling than Brutus? (3) You have been studying effective paragraph construction leading to a climax. Does Brutus' paragraph speech illustrate climactic arrangement? Is it a good speech from the standpoint of arrangement? Brutus uses parallel construction or similarly constructed sentences frequently. Find examples. Why does he do it? Would it be a good style for you to imitate in oral class room composition? Why not, as a general thing? (4) You will notice throughout Antony's speech that he uses the phrase, "So, are they all, all honourable men" very frequently. Suppose to yourself that you are an actor preparing to take the part of Antony in the play "Julius Caesar"; would you vary your manner of saying this line at all from time to time? If so, what changes would you make and why? (5) Which is the more effective position for influencing a crowd: first or second speaker? Why so?

IV. The Italian in England. (1) What bit of history do you need to know to understand this poem? (2) Tell in your own words the story that Browning tells so briefly in "The Italian in England". (3) In this poem Browning spends very little time over his descriptions of places, but there are some lines that suggest quite complete pictures. What are they? (4) Can you explain the following lines:

- (a) And Austria . . . breathed hot and instant on my trace.
(b) A wild bush grows and hides my crypt;
She picked my glove up while she stripped
A branch off.
(c) I meant to call a freak of youth
This hiding, and give hopes of pay,
And no temptation to betray.
(d) To Padua, which you'll reach at night
Before the *duomo* shuts; go in,
And wait till *tenebrae* begin.
(e) I was no surer of sunrise
Than of her coming.
(f) This faith was shown to Italy, our mother; she uses
my hand and blesses thee.
(g) Charles, perjured traitor, for his part,
Should die slow of a broken heart
Under his new employers.
(h) Some suspect
"Haste breeds delay", and recollect
They always said, such premature
Beginnings never could endure!

(5) Why have the sentences, "Whence comes peace?" and "From Christ and Freedom; what concerns the cause of Peace?" been written in italics?

V. Abou Ben Adhem. (1) Which answer do you consider to be most nearly correct? The poem Abou Ben Adhem is of significance because of (a) its interesting wording; (b) its vivid word pictures; (c) its fine idea; (d) its stirring rhythm. (2) In one prose sentence put the idea or meaning of Leigh Hunt's poem. (3) Suppose that the idea of your sentence and the poem are exactly alike, which is the more interesting way of saying that thought? Why?

VI. Rip Van Winkle. (1) Give a title to and describe the picture that remains most clearly in your mind after reading Rip Van Winkle. (2) What features of Rip's character were pleasant and likeable? Did Dame Van Winkle have any good reason for fault-finding? Was Dame Winkle's

method of treating her husband's short-comings successful? (3) What is meant by "The supernatural"? Is there any element of the supernatural in this story? Is its setting a likely one for supernatural or mysterious happenings? Would the village street have been just as good a spot for the scene of the "odd looking personages playing at ninepins"? (4) Study of Irving's vocabulary will increase your own. Can you fill in the blanks from the list of words below? Rip Van Winkle had a . . . wife, who was constantly nagging and scolding at him. As a consequence of having had to get on with her for a considerable number of years, his temper had grown quite . . . Of course Rip couldn't be said to be exactly faultless. The great error in his character was that he had an insuperable . . . to all kinds of profitable labour. Rip had his friends, however, who regarded him with the . . . people accord any pleasant, easy-going disposition. Besides he always complied with . . . to any request anyone might make of him. Of course, after Rip had been away twenty years, his old . . . were gone, and few would then believe his tale of what had happened except old Peter Vanderdook who . . . his story. The list of words is: acquaintances, alacrity, termagant, corroborated, malleable, aversion, approbation.

GRADE VIII**Literature****The Heavens Declare the Glory of God**

Some suggestions for study.

1. If this psalm or poem were written in stanza form, it would seem to me to fall into three natural divisions. Do you agree with me? Where would the divisions come? In a general way how would you describe the character of the thought in each division? (a) The Heavens declare the glory of God; (b) the law of the Lord is perfect; (3) a prayer to be kept free of sin.) 2. The first division gives us some beautiful pictures; e.g. The heavens declare the glory of God: simply looking at the sky at night, the depth of the blue, the countless stars, their interesting patterns, the slow majesty of the rising moon—all of these make us feel the power of the Creator. At the same time the line gives us a very fine mental picture. Can you find other lines in this first section that appeal to the mind's eye? 3. You will notice that the second line is a repetition of the first, in idea, that the 4th is very much a repetition of the 3rd (in idea). Can you find another pair of lines of this same character in the first section? Would you like the psalm or poem as well if those repeated lines were left out? Reading the lines aloud will help you to find one answer to that question. (The rhythmic balance of the second line is good—and, of course, the repetition lends weight to the idea). 4. Where is the simile in the first section? Do you think the comparison good—in other words, in what ways is the sun like a bride-groom? (see notes). 5. Let me digress for a moment, to think of a word. To what type of cloud do you apply the word "cumulus"? Anything then that is cumulative in effect, is something that is heaped and piled as cumulus clouds are. Now it seems to me that the 2nd division of this poem is a cumulative piece of writing. The idea is very much the same throughout but the writer piles up and piles up his ways of saying "the law of the Lord is perfect" until it swells like a "crescendo" does in music. (Teacher should read aloud to interpret the sonorous and majestic role of this middle section). 6. Notice how musically each line of this section is constructed, with the second half so perfectly balancing the first. 7. Then to the God of all this power and perfection comes the cry, "Cleanse thou me from secret faults" (3rd division of the psalm). The psalmist distinguishes in his prayer between two types of sin. What are they? Which does he seem to consider the graver type or error or fault? Do you agree? Why? 8. This is a hopeful psalm and ends on a strong, although quiet note. It has a very beautiful conclusion. Listen to the satisfying falling music of the last two lines. (Teacher reads). To those of the class who understand music—would you mark these last lines, if this were a piece of music, with the words "diminuendo" or "crescendo"; by "rallentando" or "accelerando"?

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